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ABSTRACT

This guide describes classroom activities and instructional techniques, including the use of computer programs, to be used in implementing the first-year core French language curriculum for Georgia's public schools. Activities are correlated with goals and objectives specified in the state curriculum. Each provides information and directions for teachers and/or students and includes suggestions for evaluation. Introductory sections discuss the philosophy of foreign language education, the planning process for learner-centered foreign language instruction, and suggestions for promoting students' cognitive awareness in the classroom. A series of classroom activity units based on core curriculum objectives and language functions follows. Each unit outlines the function, the activity objective, language needed, specific skills addressed, suggested time frame, materials needed, procedures, evaluation methods, and supplemental activities, and includes student worksheets. Unit topics are: animals; classroom objects; classroom routine; clothing; colors; days, months, and seasons; family; geography; rooms of the house; numbers; body parts; time and time expressions; vacations; and weather. A list of print, nonprint, and computer resources for instruction is included, and a series of handout masters is appended. (MSE)

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ED349846

French I

Resource Guide

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FRENCH I

RESOURCE GUIDE

French I Course Number: 60.011

Division of Curriculum and Instruction
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334-5040

Werner Rogers
State Superintendent of Schools
1992

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Lee Bradley
Project Manager and Editor, Resource Guides
Assistant Professor of French
Director, Foreign Language/International Culture Center
Valdosta State College

Illustrations Packet provided by

David Jeffords Giddens, II
Social Studies/Language Arts Teacher
Glenn County Middle School

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Introduction

Georgia's movement toward foreign language curriculum design that focuses on students' gaining a functional command of another language necessitates changes in the ways teachers conceive and implement instruction.

Students must be presented numerous opportunities to practice using the language for real-life application; hence, the creation of resource guides to further assist teachers' interpretation and implementation of the Quality Core Curriculum (QCC).

The activities contained in the Spanish I Resource Guide are correlated to specific goals and objectives of the foreign language component of the QCC. Each activity provides clear and easily understandable information for the teacher or students, as well as specific suggestions for evaluation.

Teachers may use these activities to enable their students to put into practice the goals of the foreign language curriculum as specified in the QCC.

Philosophy

Learning a second language benefits all students. Through learning how to listen, speak, read and write proficiently in a second language, students develop communicative skills that are necessary within a global society.

With the ever-increasing interdependence of nations, foreign language study is crucial to the global effectiveness of the United States in education, diplomacy, security and economics. It is also vital to our international understanding and cultural awareness of other peoples.

Given the economic and political imperatives to be better prepared to function in a multicultural setting, learning another language enables students not only to communicate with speakers of other languages, but also to understand the cultural perspective of the people and to become more sensitive to cultural diversity within the course of communication.

The ability to communicate effectively in a second language, in combination with training in other disciplines, is a highly desirable aspect of career preparation. The U.S. Department of Labor's Occupational Handbook observes that in the last decade of the 20th century people will have a better opportunity for employment in any profession if they also know a second language. The presence of more than 1,200 foreign-owned facilities within the state of Georgia, employing more than 85,000 Georgians, signals the necessity of a broader perspective and increased global awareness on the part of all citizens. Moreover, many United States-based firms that are heavily involved in international business maintain their headquarters in Georgia. There exists, therefore, a multinational presence within the state that will continue to need Georgians prepared to work within an international context.

While there are clear national imperatives that relate to language study, there are also many personal benefits that accrue as a result of the investment in learning another language. Language students improve study skills as they learn better how to organize, attend to detail, memorize, take notes, spell and develop review techniques. Furthermore, foreign language study provides a vehicle for exercising and extending such cognitive functions as analysis, discrimination, inference, induction and reconstruction. Consequently, the student is able to apply these cognitive functions to other areas with greater facility and insight. Foreign language study also provides a frame of reference for problem-solving and for coping and interacting with other lifestyles and peoples. Continued study of a second language enables students to go beyond functional tasks -- to wonder, to imagine, to create, to decide what is good, enjoyable and necessary for their own lives.

As a result of skills acquired through their language-learning experience, foreign language students perform better than other students on college entrance examinations and other standardized tests. They also generally perform better in classes of English and mathematics than their peers who have never studied another language. Students can gain greater insights into the workings of their native language through seeing its relationship to another language. Enhanced understanding of English grammar and vocabulary is a direct benefit of studying a second language. In the same manner, the skill of analysis, whether an intentional or a subliminal aspect of language study, provides students with a vital key to the understanding of higher level mathematics.

For students to develop a real, functional use of the second language, they must devote at least five to seven years to language learning. Such an experience is most effective if begun at an early age when children are acknowledged masters of language acquisition. Students should have the opportunity to learn foreign languages as early as possible, even from the first year of school, and for as long as possible.

For Georgia's youth to be prepared to function within the developing global society, they must be provided a curriculum that enables them to use a second language for effective communication in real-life situations. Therefore, classroom activities and assessment techniques should reflect the practical applications of language usage.

The Georgia Board of Education has adopted the foreign language component of the Quality Core Curriculum (QCC) as its mandated direction for foreign language instruction in Georgia's classrooms. Through its implementation, our students will be taking one of their biggest steps toward becoming globally literate citizens.

The Planning Process in Learner-Centered Foreign Language Instruction

From the Classrom to the QCC and Back

Many components have to be brought together to allow successful learning and teaching to take place. The following short guide for planning instruction is designed as a model in the organization of these components. Whatever the planning process chosen by the teacher -- and there is no one exclusively correct method -- there are two basic premises.

1. The nature of the learner, the nature of the teacher and the time allocated to foreign language learning are essential considerations.
2. The interaction between the learner and the teacher in the classroom is crucial to language learning. The teacher is responsible for planning and implementing the foreign language program; the learners carry the results of the classroom experience into their future.

The Profile of the Learners

gain awareness of other lifestyles and cultures

gain satisfaction from learning a second language

see the purpose in what they are doing

talk in the second language to each other as well as to the teacher

use the second language to ask for help or explanation

THE

LEARNERS

feel confident about using the second language

use the second language to communicate real information

ask questions and make comments as well as respond

understand the second language for instruction and explanations

receive information about their own progress

The Profile of the Teacher

understands the aim of the curriculum

THE

TEACHER

takes account of how students learn effectively in the classroom

creates a proper environment in the classroom through posters, maps, realia

does not inhibit students' desire to communicate by overemphasizing correct language

increases opportunities for students to interact by planning activities involving groups and pairs

uses material that appeals to young people

builds students' confidence in using the second language

helps the students see the purpose of what they're doing

devises communicative situations in which students can practice language use

creates "real-life" situations in class

uses the second language as much as possible for classroom management

keeps students informed about their own progress

The Performance Planning Cycle

LANGUAGE

- known vocabulary
- learn new vocabulary
- known grammar
- learn new grammar

MATERIALS

- pictures
- slides
- films
- tapes
- songs
- dialogues
- charts
- stories

STUDENTS' PERFORMANCE

SKILLS

- listening
- speaking
- reading
- writing

ACTIVITIES

- individual
- pair
- group
- whole class

EVALUATION

- oral testing
- written testing

The purpose of all planning and teaching is to enable the learners to function confidently in the target language, according to their ability and appropriate to the time spent on task.

There are five basic principles to consider in the learners' progress towards a satisfactory performance level in the language.

1. Language - Students progress from the known language to the new language, which includes grammar and vocabulary.

2. Skills - They are integrated as naturally as possible. Culture is expressed by language; it is not a skill.

3. Materials - They are as authentic and as lively as possible. The textbook should be the resource for only a part of the teaching time. The remainder is used for materials that the learners and the teacher bring to class, including human resources (native speakers, field trips, exchange students).

4. Activities - They vary frequently and require different classroom configurations. (see Performance Planning Cycle.)

5. Evaluations - Only what is taught will be tested, and evaluation will be accomplished in various, imaginative ways. Oral testing becomes more important, because oral performance in the target language is the norm rather than the exception.

Planning: From the Yearly Program to the Individual Lesson

The Year

The Quality Core Curriculum (QCC) determines the minimum content for each year, according to the level of the learners.

The teacher, who knows the learners' abilities, can determine whether additional topics should be planned and taught. Generally, the textbook should not determine the scope and sequence for one year's work. Authors, by the very nature of the textbook writing process, have an ideal learner in mind or have based the text on a group of learners familiar to them but who may have little in common with the learners at another school. For this reason, among others, the QCC was developed by experienced teachers in the state of Georgia.

The extent to which a teacher exceeds the requirements of the Quality Core Curriculum is ultimately the decision of the individual, keeping in mind the capabilities of the learners. Although the responsibility for such an important decision may be viewed as a problem, it may also be regarded as a privilege to be exercised gladly. Whatever the decision, it is the teacher who must ensure that the needs of the learners are met, so that the learning experience is satisfactory.

The Topic (The unit of the course)

Again, the teacher must determine whether the unit of the course meets the QCC requirements and what the goals are for the learners. The following questions will be helpful in evaluating the effectiveness of the topic.

1. Is the vocabulary age-appropriate and recent? Are there too many new items? What is the active vocabulary? What is the passive vocabulary?
2. Is the cultural information current and learner-relevant?
3. Are there enough activities and exercises for all four skills (listening, speaking, reading and writing)?
4. Is grammar dealt with in a way that clarifies its supportive nature to the learner?
5. Are there exercises for the learners to work in pairs and small groups?
6. Are there ideas for tests that reflect the teaching emphases and help the learner?
7. Is there listening and reading material for use by individual learners?
8. Is the suggested time frame realistic for the learner?

The Individual Lesson Plan

Format:
Warm up
Overview
Presentation of new material
Practice
Check
Possibly homework

Note: In most classroom situations teachers will be able to set a fixed appropriate amount of homework. They should give homework assignments with clear instructions at the end of the lesson before the class period ends and must check homework at some time during the lesson, not necessarily always at the beginning of class or at home. The success of foreign language instruction should not be dependent on homework, because such an approach excludes too many learners.

The foreign language lesson should take place in the target language. If the use of English seems necessary, it should be restricted to closely defined areas of instruction. A constant switch between target language and English does not give learners a comprehensive example on which they can model their own use of the language.

Warm up

The scene and the tone of the lesson have to be set. It may start with a general conversation on a birthday, a game of football, a new piece of clothing, the weather, some previously learned material, some recent news event, etc. Everyone is involved.

Overview

The teacher should focus on the topic/activity/plan for the lesson and make sure the learner stays involved. Students should know where the lesson is going and that it has a goal.

Presentation of new material

New material may be presented by means of a listening text, picture, video, reading text, teacher story, etc. Teachers should remember that new words do not prevent understanding and that preteaching is necessary if the text is too difficult.

Comprehension of newly presented material is checked in the target language through different types of exercises (matching, blanks to fill, questions, etc.).

Practice

The teacher should arrange activities for all skill areas in different classroom configurations for the students to practice the new information and the new vocabulary. Grammar may be taught from examples in an inductive way and practiced with examples made up of known materials. The level of ability of the learners will determine how explicit the explanations of grammar will be; in the early stages of language learning, grammar may often be reduced to lexical items.

Check

At the end of the lesson, the learners and the teacher should establish whether they have met the goal that was presented in the overview. An effective strategy for ending a lesson is to introduce very briefly a portion of the next lesson.

The lesson plan presented above is an example that invites variation, because foreign language lessons should never become totally predictable in their sequence. The basic elements are always there, but the learner is kept motivated by being involved in the planning, by being positively reinforced through oral and written encouragement from the teacher (tests), and by being constantly surprised with new variations of the same material.

Suggestions for Teaching the Cognitive Skills

In a nutshell, cognitive learning can be reduced to three aspects: obtaining information, interrelating information and evaluating information (Fisher and Terry, in press). Students have a right to be informed about all three. The term "metacognition" means being aware of one's own thinking processes. Teachers should take every opportunity to help students think through their cognitive processes and feel at ease with the terminology. It is embarrassing that until recently we have not made thinking a legitimate focus in the classroom. Obtaining information in the foreign language class involves the use of all the senses to bring new ideas and experiences to one's cognitive awareness. The following suggestions may be useful in triggering your own ideas.

1. Make the classroom a visual feast to stimulate right brain learning. Put up pictures with a dramatic content that evoke strong emotional responses; use them to teach an expressive vocabulary, to stimulate creative writing, to inspire a skit. Change them frequently.

2. Keep a bulletin board that is sectioned off to invite student-contributed examples of metaphor, simile, onomatopoeia, alliteration and puns in the target language. Students place their examples under the proper heading and gain experience in classifying.

3. Keep maps -- world, regional, city -- on the walls or ceiling for ready access when locating the action of a current event or reading passage.

4. Display ads in the target language that contain logical fallacies: false analogies, innuendo, stereotyping, loaded words, and examples of bandwagon appeals. Use them as a springboard to discuss faulty reasoning.

5. Create a cartoon corner with examples of humor clipped from foreign magazines; analyze the responses of the class members as to what makes a particular cartoon funny -- or a flop. Post original cartoons drawn by your students. Provide wordless cartoons and invite students to create the captions.

6. Every day put the lesson plan for each period on the board in skeletal form; it will help students see the structure undergirding their learning activities.

7. Find every possible reason for displaying student-created drawings and sketches. Use them to cue pattern drills, to establish in-group jokes, to capture and reshape the essence of a shared class experience.

8. Unleash your spatial creativity by hanging displays, mobile-fashion, from the ceiling. Movable components that stir gently in currents of air show how perspectives can change.

9. Use the ceiling itself. Put the whole solar system over your students' heads or focus in on constellations of stars with their designations in the target language; run the trunk of a paper tree up one wall and spread its branches over the ceiling -- then populate it with flocks of birds to be identified and animals of forest and jungle. Perch a particularly ominous creature directly over the desk of the class clown.

10. Set aside wall space for a permanent "newspaper" to publish poems, artwork, paragraphs, editorials, news items and letters of students from all levels of the language you teach. Run a contest to come up with the best design for the masthead and wittiest logo.

11. Post the lyrics of a "song of the week" in a prominent place; keep a tape of the song playing softly in the background as students enter the classroom; take 10 minutes midweek to teach the

song to your students -- they'll develop a rich repertoire of music to share.

12. Think three dimensionally. Stand an old coatrack in one corner with an irresistible assortment of odd headgear, jackets, wrap-around skirts, cloaks and umbrellas to help students establish new identities when role-playing.

13. Make sure there are real plants with flowers abloom in your room, just for the sheer aesthetic pleasure of the color and fragrance they provide. Grow an array of herbs in pots to offer interesting textures and odors and to provoke discussions of good things to eat.

14. Above all, keep in mind that where language-learning is the goal, a visually stimulating classroom is not an option, it is a requisite. It supplies images and models -- both print and nonprint -- that motivate students to speak spontaneously; it helps students develop their powers of observation (try adding a new visual in an unlikely area of the room and see how many students can spy it by the end of the class); and it visually reinforced points of target culture.

15. Information is also obtained in the foreign language classroom through listening. Assuming that students cannot produce the correct sounds of the target language if they cannot hear them, turn minimal pair exercises into listening games and give students plenty of opportunity to "play."

16. Teach them the clues that native speakers listen for in a stream or oral language to help distinguish person, number, gender and tense.

17. If you live in an area where there is a sizable population of native speakers, invent listening assignments in which your students are sent to public places to eavesdrop discreetly on conversations and bring back linguistic discoveries to share: a new vocabulary word, an interesting idiom, an angry retort, something funny that made everyone laugh.

18. Bring native speakers into the class (in the flesh or on film) and help your students become comfortable with listening for the gist -- the audio equivalent of skimming and scanning.

19. Capitalize on the compelling human response to story by telling anecdotes, folktales and ghost stories; let your students convert the listening experience into another form -- a picture, a dramatic enactment, a poem, a dance.

20. Write audio-motor units to teach oral language and culture through physical response to commands. Make sure that the tape has fascinating background sounds to help establish the dramatic situation.

21. Buy commercially prepared tapes of the sounds of nature (waves crashing, bird calls, the song of whales). Use them to establish an atmosphere for exercises calling for synthesizing, associating and intuitive problem solving. Find tapes that help students identify the paralinguistic features that reveal anger, sarcasm, hostility, joy.

22. Ask your students to make their own tapes of interesting sounds -- a cricket chirping, the wail of an ambulance, a church organ. Then ask class members to identify what they hear -- a wonderful way to motivate vocabulary learning while providing for creative involvement of students.

The second aspect of cognitive learning, interrelating information, can be enhanced through specific techniques. Curtain and Pesola (1988, pp. 102-112) give excellent examples of how a Foreign Language in the Elementary School teacher can use "thematic webbing" to provide holistic instruction and tie the content of the foreign language class to other areas of the school curriculum. Using the theme of bears, for instance, they suggest activities ranging from creating a year time line tracing the bear's cycle of hibernation and activity (science) to making puppets and enacting a story about bears (art and dramatics). They also show how the use of Venn diagrams can help even the youngest language learner to become aware of differences and similarities, and how children can participate in graphing activities to gain experience in classifying and counting.

Another technique, the "semantic cluster," helps students to see relationships among ideas. The teacher gives the class a topic, which the student writes in the center of a piece of paper. Then, for only a minute or two, the students begin to free-associate words, phrases, images and emotions that are called to mind by the topic. They are written randomly around the central word, encircled and connected to the stimulus word by lines to produce the semantic cluster.

TV ads for
nose spray

rigidity

phone calls that
try to sell or
solicit

cucumber

HATE

invasion of
privacy

bigotry

junk mail

terrorism

insensitivity

The teacher can put a semantic cluster on the overhead projector and ask students to look for interrelationships. In the above example, it might be seen that tasteless TV ads, unwanted phone calls and junk mail are all invasions of privacy, while rigidity, bigotry and terrorism have definite links to insensitivity -- and so does invasion of privacy. Only the cucumbers are left unaffiliated in this semantic cluster, and a student wit is sure to invent a semi-plausible interrelation.

A classic source for practice in interrelating ideas is the analogy. Foreign language teachers at the middle school level and above can help students connect words with their meanings through the use of analogies. Teach the traditional format of the analogy as used in the SAT (A:B :: C:D). Gradually introduce, with plenty of examples in the target language, the main categories of analogies (Bencich, et al., pp. 5-6):

a.	synonyms	cheat : deceive :: trust : believe
b.	antonyms	cut : bind :: destroy : build
c.	abstract to concre	patriotism : flag :: death : coffin
d.	cause and effect	rain : growth :: sun : heat
e.	degree of intensity	big : colossal :: dark : ebony
f.	class to species	car : Volvo :: dog : Doberman
g.	part to whole	window : house :: zipper : pants
h.	use	hammer : nail :: scissors : cloth
i.	large to small	whale : dolphin :: condor : canary

Point out how grammatical clues can be helpful in identifying true analogies: A noun must have a parallel noun, not a verb, for instance.

hat : head :: shoe : foot

Have students create their own analogies, using words from present and past vocabulary lessons and give an explanation of their analogy.

Still another technique, known as the Frayer Model (illustrated below), helps students identify the essential characteristics and examples that define a word. It also adds a new twist by requiring students to list nonessential characteristics and provide nonexamples (Bencich, et al., p. 91).

THE FRAYER MODEL

ESSENTIAL CHARACTERISTICS

1. slender cylinder
2. contains material that makes a mark
3. used for writing or drawing
4. pointed

NONESSENTIAL CHARACTERISTICS

1. length
2. width
3. color
4. manufacturer
5. shape

pencil

EXAMPLES

1. mechanical pencil
2. wooden pencil
3. Heath pencil
4. eyebrow pencil

NONEXAMPLES

1. fountain pen
2. ruler
3. felt-tipped marker
4. chalk

These and other techniques that help students learn to interrelate information can be adapted for different levels of cognitive development.

The third aspect of cognitive learning, evaluating information, emphasizes critical thinking skills. There could be no better use of class time than helping students develop the ability to think critically about what they see, hear and read in the second language. One caution is essential: when asking questions that call for the use of higher order thinking skills such as analysis, synthesis and evaluation, the teacher must increase the "wait time" for a student response before redirecting the question to another student. Increasing the usual two-to three-second wait to five seconds has been shown to elicit more detailed answers in a student's native language; for an answer in a foreign language, waiting an additional two or three seconds will encourage a more detailed response.

Another possibility is for the teacher to ask an analysis, synthesis or evaluation question to the entire class and let groups of three or four arrive at the answer. A whole-class discussion of all the answers should follow, with the teacher asking students to label the thought processes that have been used (inferring, comparing, generalizing, identifying cause and effect, etc.). Teachers should be careful to ask some questions that have multiple answers or answers open to several interpretations. This procedure helps students realize that problems do not always have just one solution. It is also important to require students to generate questions themselves, with an emphasis for more advanced students on going beyond the usual knowledge or comprehension level questions. Studies have shown (Eze, 1988) that students who formulate questions that are later used on their own exams have a better attitude toward test-taking and demonstrate higher levels of achievement.

An interesting variation is to give students the answer and ask them to supply the question that elicits that response. This switch on the usual classroom procedure gives students an opportunity to think divergently and sometimes leads to an unexpectedly humorous answer: "9-'W'"? The question is, as every American student of German will know, "Does your name begin with a 'V,' Herr Wagner?"

In both reading and listening activities, teachers can help students sharpen their critical thinking skills. Identifying the main idea of a paragraph or an oral presentation is a skill that takes practice; ferreting out the supporting details requires even more experience. Students need help in learning how to judge logical consistency, in making inferences as they read or listen and in evaluating the accuracy of the implied but not directly stated idea. Awareness of an author's or speaker's expressive style is also critical; students must be alert to the ways that personality and emotion can influence response.

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Topic: **Animals / Pets.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students ask and respond to oral questions, identifying names of animals and associating animals with their owners.

Language Needed

A. Content: animal names and animal foods

B. Linguistic Forms: Quelle sorte d'animal...? Que ...? or
Qu'est-ce que...? manger, avoir; possessive adjectives; subject pronouns

Specific Skills Addressed: Reading, listening, speaking, writing

Suggested Time Frame: 40 minutes

Materials Needed: Handouts A and B (provided in rough form on following pages and also in complete form in the Illustrations Packet); cue cards on animals

Procedures

1. Familiarize students with the names of animals and what they eat, using visual cues and having students repeat. This can also be a good activity for oral drills (chain, partners, conversation).
2. Familiarize students with necessary questions and language skills by practicing those forms with the class or in small partner groups.
3. Designate a student who can demonstrate the procedure of the handouts. Student A asks the questions of Student B when Student A is missing the information on her handout and vice versa.

4. Divide students in partners, and distribute Handout A to one student and Handout B to the other student in each partnership. Have students ask each other the appropriate questions and write their partner's response in the empty spaces. Make sure that the students do not show their handouts to each other, since doing so would negate the purpose of the activity of asking for and receiving information orally.

Evaluation Methods

Move about the classroom to answer questions and to monitor the activity. Points could be awarded for students' active participation, asking for information and giving a response. Stop the activity before too many students have finished to avoid off-task behavior among the faster students. Repeat the questions on the handouts, eliciting oral responses from the class as a whole or from small groups.

Springboard Activities

1. Ask students to write a paragraph, giving the information learned about their partner's sheet.

2. Challenge students to make up their own versions of the handout sheets, with names of people and pets' names.

3. Have students estimate how much a particular animal eats or how often, playing "Mon oeil!" ("Nonsense!") Example: Give a quantitative statement, and ask students if it is reasonable or not.

   Teacher: Un singe mange 2 000 bananes en un jour.
   Student: "C'est possible" ou "Mon oeil!" (quelle blague!)

Source: Adapted from Wechselspiel, Langenscheidt, Berlin, Muênchen, 1986.

NOTE: Paired handouts for Student A and Student B follow on the next two pages. Because of the electronic format required for this resource guide, there is no artwork included on the computer version of this activity. However, reproducible hard copies of the handouts are included in the Illustrations Packet.

Handout for Student A

A: Quelle sorte d'animal à M. Lenôtre?
B: Il a une souris.
L'étudiant A écrit <<une souris>> dans la grille sous le nom de M. Lenôtre.
A: Et qu'est-ce que sa souris mange?
B: Elle mange de la farine.

M. Lenôtre	M. Appert	Marie	Jean
	picture of a cat	picture of a hamster	

Antoinette	M. Carton	Pierre	Louise
picture of a bird	picture of a dachshund		picture of a poodle

Charles	Mlle Mounet	Mme Renard	Georges
	picture of a pig		

Luc	Valerie	Toi	Ton ami
picture of a monkey		?	?

Handout for Student B

A: Quelle sorte d'animal à M. Lenôtre?
B: Il a une souris.
L'étudiant A érit <<une souris>> dans la grille sous le nom de M. Lenôtre.
A: Et qu'est-ce que sa souris mange?
B: Elle mange de la farine.

M. Lenôtre	M. Appert	Marie	Jean
picture of a mouse			picture of a goldfish

Antoinette	M. Carton	Pierre	Louise
		picture of a snake	

Charles	Mlle Mounet	Mme Renard	Georges
picture of a rabbit		picture of a horse	picture of a dog

Luc	Valerie	Toi	Ton ami
	picture of a bird	?	?

Topic: **Animals/Pets.2**

Quality Core Curriculum Function: **Function D**

Responds in oral or written form to a structured question (yes/no, either/or) presented orally or in writing about real, personal experiences

Activity Objective: Students will read for understanding basic information about pets.

Language Needed

A. Content: names of animals, descriptive adjectives (color, size, personality), numbers

B. Linguistic Forms: present tense verbs, possessives, pronouns, adverbs

Specific Skills Addressed: Reading, writing

Suggested Time Frame: 20-30 minutes

Materials Needed: Handout of letter, chart handout, evaluation form handout (attached)

Procedures

1. Preorganize the reading selection by having students seek basic information in the letter handout: type of document (letter), dates, places, peoples' names, topics.

2. Have students skim the letter for basic information. Ask "advanced organizer" questions such as, "What's it about?" "How many animals are described?" "What's the family like?"

3. Ask students to re-read the letter for deeper comprehension.

4. Have students complete the chart (handout) with the requested information, which is to be found in their reading.

Evaluation Methods

Check student comprehension by using the third handout (attached), which is a series of statements to be marked True/False. For more evaluation of student comprehension, create a series of questions for students to answer concerning the information provided in the letter handout.

Springboard Activities

1. Ask students to write a letter about their own pets, real or imaginary.

2. Read the letter aloud or have it recorded by a native speaker and then have students identify to whom each pet belongs, thus converting this reading activity into a listening activity.

Handout 1 (Letter)

Bordeaux, le 12 juin 1990

Chère Christine,

Comment ça va? Moi, je vais bien. Je suis contente de lire de tes nouvelles.

Aujourd'hui je vais te parler de nos animaux. Notre famille aime bien les animaux. Chaque personne a son propre animal. Mon père a un chien. Il s'appelle Médor. Médor a treize ans. Il est petit, long, et noir, avec des pattes marron. Ma mère a un oiseau qui s'appelle Tattine. Il fait du bruit et il aime bien chanter, surtout le matin, quand nous voulons dormir. Il aime chanter sa chanson favorite très tôt le matin. C'est une chanson de <<Bonjour>>. Tattine est bleu et son bec est jaune. Mon frère cadet adore son serpent. Il s'appelle Adam. Il est très long et très beau. Je n'aime pas les serpents, mais Adam est très joli, parce qu'il a beaucoup de couleurs. Moi, j'ai un joli chat doux, Mathieu. Mathieu est blanc et il a une patte noire. Il aime chasser les souris dans le jardin. Quelle horreur! Il mange des souris depuis deux ans.

Voilà la description de nos animaux. Maintenant, à ton tour! Ecris-moi et dis-moi de tes animaux.

Bien à toi,

Suzanne

Handout 2 (Chart)

Qu'est-ce que tu comprends?

After reading the letter to Christine, fill in the chart with the requested information.

Person	Pet	Pet's Name	Age	Colors	Adjectives

[**NOTE**: Teachers may wish to simplify this comprehension evaluation form by completing some of the cells in the grid before distributing the sheets to the students.

Also, the basic information can be changed and a totally new reading or listening activity created.]

Handout 3 (True/False Quiz)

Respond with VRAI if the statement is true according to the letter from Suzanne. Respond with FAUX if the statement is incorrect or was not included.

1. Suzanne est la soeur de Christine. __________
2. Suzanne a un oiseau. __________
3. Le père a un chien. __________
4. L'oiseau est blanc et il a une queue noire. __________
5. La famille a six animaux en total. __________
6. Le chat aime manger les serpents. __________
7. La famille aime bien les animaux. __________
8. Le chien est l'animal le plus agé. __________
9. Le serpent a deux ans et demie. __________
10. Le serpent a beaucoup de couleurs. __________
11. Suzanne connaît les animaux de Christine. __________
12. L'oiseau s'appelle Tatinne. __________
13. La soeur a une souris blanche. __________
14. Voilà 4 ans que le chat est dans la famille.__________
15. Le chien est un berger allemand. __________

Topic: **Animals/Pets.3**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students ask and give information about lost and found pets.

Language Needed

A. Content: names of animals; descriptive adjectives (color, size, personality); adverbs of time; assez (rather); numbers

B. Linguistic Forms: present tense of verbs (être, avoir, avoir l'air..); possessive pronouns, simple expressions of emotion (je regrette, malheureusement, je suis content); past tense of voir and perdre (as lexical items).

Specific Skills Addressed: Speaking, reading, writing

Suggested Time Frame: One class period

Materials Needed

Transparencies A, B, C and D and Student Handouts 1 and 2 (described here at the end)

Procedures

1. Help students brainstorm information and vocabulary needed to describe lost or found pets (type of anminal, color, size, sex, age, name, etc.) Put all the contributions on a transparency as students participate. (The result will resemble Transparency A, suggested below.)

2. Show Transparency A, and have students copy words from the transparency onto Handout 1.

3. Have students complete Handout 2.

4. Read the dialogue on Transparency B with a model student. Ask students to then practice this model conversation with each other in pairs.

5. Display Transparency C and choose a model student with whom to create the dialogue. Students may again pair off and practice the dialogue, following the cues from the transparency. Have students change partners every two minutes or so.

6. Then display Transparency D and play the role of an attendant at the animal shelter. First ask basic questions (Qu'est-ce que vous cherchez? Qu'est-ce que vous avez perdu? Comment s'appelle votre animal?, etc.) of various students. Then model the conversation as a whole with one selected student. Students may then practice being the interviewer and the interviewee in pairs.

Suggestion: To forms pairs very quickly, simply have students count off (1, 2; 1, 2), forming pairs as they count. Students in small classes may be paired off merely by having them arrange their desks in two straight rows facing each other. More interesting, but requiring more time and some advanced preparation, is to have the class members draw number slips from a box into which will have been placed sets of slips numbered 1 or 2.

Evaluation Methods

Role play with students the different situations dealing with lost and found pets. Or, have students write or ad lib a situation in which they are asked to include certain questions or information. Evaluate them on communication, use of vocabulary, fluency, pronunciation and variety of linguistic forms used.

Springboard Activities

1. Ask students to bring to class a picture of an animal and a written description on a 3x5 card. Display the pictures, distribute descriptions of the cards and have students try to match the description with the picture. (writing, reading)

2. Read the descriptions of the pictures and have students identify the animal being described. (listening)

3. Have students role play certain situations, such as asking a parent for a pet or buying a pet in the store. (speaking)

4. Let students play "Go Fishing," using a deck of homemade cards with animal pictures on them. Depending on the time available for creating the deck of cards, you may have "books" of two, three or four cards representing each animal. Students will use phrases such as "Do you have a giraffe?" "Give me all your elephants" or "Give me a monkey."

Vocabulary	Typical Pet Names
Chiens:	Napoléon, Gypsy, Touffu, Pierrot, Mickey, Frolic, Duc, Rome, Ricky, Fernand, Médor, Fide'le, Flika, Rin-Tin-Tin
Chats:	Félix, Calin, Calinou, Mufti, Poussi, Noirot, Tigre, Pom-Pon, Grominet, Mimi, Izidore
Oiseaux:	Jeannot, Titi, Maurice, Joséphine, Lily
Personnalités:	bonne garde, affectueux, drôle, amusant, badin, aimant les enfants, méchant, doux
Adjectifs:	tigré, pommelé, robe (coat) grise et noire, couleur sable, robe (coat) claire et fine, vacciné, portant collier, nain, pedigree inscrit (registered)
Races:	berger allemand, chien courant (Beagle), chien d'arrêt (pointer), chien de chasse (sporting dog), caniche, setter irlandais, basset allemand (dachshund); un chiot (puppy); siamois, persan; un chaton (kitten)

Sample of Transparency A (Brainstorming)

(Actually made in class using student contributions)

Charlemagne court petit méchant
vieux grand
Patrick Félix
gris blanc noir
doux vert
long pattes
bleu bec queue
Mona
oreilles yeux
Otto Médor
Max

Transparency B

Model Dialogue

```
Mon chien est perdu! - - - - - - - - - - - - - \
                                                 Qui est perdu?

                    - - - - - - - - - - - - /
                  /
Mon chien, Mickey.
                 \ - - - - - - - - - - - \
                                              Oh, je regrette.  Comment
                                              est-il?

                  - - - - - - - - - - - - /
                 /
Il est grand, blanc
et noir, et il a
quatre ans.
                 \ - - - - - - - - - - - - - \
                                                C'est vraiment dommage, mais
                                                je  n'ai pas vu de chien
                                                comme ça.

                    - - - - - - - - - - - - -/
                  /
Merci, madame (M).
                  \- - - - - - - - - - - - -
                                               \
                                                Au revoir, et bonne chance!
```

Transparency C

Guided Dialogue

```
Announces pet is gone - - - - - - - - - - - - - - \
                                                  Asks for clarification
                     - - - - - - - - - - - - - -  /
                   /
Restates with more
information
                  \ - - - - - - - - - - - \
                                            Understands; asks for a
                                            description
                    - - - - - - - - - - - /
                  /
Describes pet (age,
color, personality)
                  \ -  - - - - - - - - - -\
                                          Responds either positively or
                                          negatively
                    - - - - - - - - - - - -/
                  /
Says thanks and
farewell
                  \- - - - - - - - - - - -
                                          \
                                        Says farewell and wishes success
```

Transparency D

Guide pour le dialogue au chenil municipal

Que cherches-tu? Qu'est-ce que tu as perdu?	chat	chien	serpent
Nom (Comment s'appelle-t-il?)	Noirot	Flika	Mathieu
Taille (De quelle taille est-il?)	petit	grand	long
Couleur (De quelle couleur est-il?)	noir	champagne	marron
Personnalité (Comment est-il?)	doux	gai	taciturne
Temps (Quand l'as-tu vuela dernière fois?)	hier	ce matin	mardi passé
Adresse (Quelle est ton adresse?)	---	---	---
Numéro de téléphone (Quel est ton numéro de téléphone?)	---	---	---

Student Handout 1

Groupez les mots associés avec les animaux.

Animaux

Noms

Couleurs

Taille

Description physique

Personnalité

Student Handout 2

Write a notice for the bulletin board to publicize
- A. a lost pet
- B. a found pet

ON CHERCHE...

____
(Animal)

____
(Couleurs)

____
(Taille et description)

____
Numéro de Téléphone

=-

Trouvé

____
(Animal)

____
(Couleurs)

____
(Taille et description)

____
Numéro de Téléphone

Topic: **Classroom Objects.1**

Quality Core Curriculum Function: **Function B**

Develops listening, speaking, reading, and written skills to communicate in the classroom about recurring events and functions

Activity Objective: Students will learn to associate the name of things directly with the object.

Language Needed

A. Content: names of basic classroom objects. (They may be introduced in this activity.)

B. Linguistic Forms: Où est/sont..? Voici.... Voilà; definite articles or indefinite articles or both

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: 30 minutes

Materials Needed

Labels for all classroom objects (Labels can be made on pink/blue color-coded paper to indicate gender in a more "visual" way. Labels may be made from post-it notes; however, larger construction paper labels would be more helpful for students to refer to during this activity and for later in the term if they are permanent on the objects.)

Procedures

1. Introduce or review classroom objects orally by pointing to, touching or picking up each object as you name it. Students may repeat the name of each object several times.

2. Distribute labels to students so that each student or pair of students has one label. Then ask where a particular object is and ask the student with that label to hold up the label announcing possession of it. (Example: Teacher--Où est le bureau? Student--Voici le bureau.)

3. Collect the labels, shuffle them and redistribute or have students exchange labels. Repeat the question-and-answer dialogue, perhaps letting students ask the question and having the respondents tape the label to the appropriate object as they answer.

4. After all the objects have been labeled, have the students copy the words into their notebooks and sketch the object next to it (rather than an English translation!) to prepare for home study. By sketching the object rather than writing the English translation, students should associate the word more directly with the object, bypassing the time-consuming act of translation.

Evaluation Methods

Informal evaluation takes place in Steps 2 and 3, above. Formal evaluation can be accomplished in a variety of ways. Call on students who are holding the object or the label, and have students ask or answer a question about the location of the object, pointing during the answer. Point, touch, or pick up an object, saying, "Voici le bureau." Students respond with, "Oui, voilà le bureau" or "Non, voici le bureau," going over to the new object if your identification was incorrect.

Springboard Activities

Give commands or have students give commands, telling class members to touch certain objects in the classroom. If colors have already been presented, commands can include them as well.

Topic: **Classroom Objects.2**

Quality Core Curriculum Function: Function E

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students identify classroom objects.

Language Needed

A. Content: names of classroom objects

B. Linguisitic Forms: Qu'est-ce que c'est? C'est un/une...; indefinite articles

Specific Skills Addressed: Reading, writing, speaking

Suggested Time Frame: One class period

Materials Needed

Labels for the items in the classroom to be identified; Handout #1, the grid of objects, and a set of numbered cards; Handout #2, a list of scrambled words

Procedures

1. Before class starts, label in the target language the objects in the classroom that you want students to learn to identify.

2. Give each student a copy of Handout #1, on which are drawings of the various classroom objects. Have students circulate throughout the classroom, find the labeled objects and copy the name of the objects in the grid block of Handout #1 that shows that object.

3. Then pair students to quiz each other on the names of the objects, asking, "Qu'est-ce que c'est?" and answering, for example, "C'est une chaise."

4. As a follow-up exercise, after students are familiar with the names of the objects, distribute Handout #2, a list of scrambled vocabulary words. Make a contest out of this activity, giving a prize to the student who first unscrambles all the words.

Evaluation Methods

Prepare a grid displaying the objects to be identified. Number each block of the grid and prepare a set of numbered cards. Draw a number card from the pile and ask, for example, "Numéro 6, qu'est-ce que c'est?", calling on a student to respond, for example, "C'est un bureau."

This evaluation/review may also be done by students in pairs, quizzing each other to see which student can identify the most objects correctly.

Springboard Activities

Have students prepare their own Bingo card with the names of the objects in the target language written in the grid (5x5) instead of numbers. Provide a master list of objects (with the article) that students can use to complete their cards. It is preferable to have a list of more objects than there are blocks in the grid, thus assuring a variety of arrangements on the different students' cards. After students have prepared their individual card, call out the names of objects at random until a student has checked off a complete row or complete column. If you wish, you may prepare a set of index cards, each containing one vocabulary word, drawing random cards from the set and pronouncing them as students check their grids.

Another way to approach this activity is to hold up the picture of an object (instead of calling its name), saying "Regardez, qu'est-ce que c'est?" If the student sees the picture of a flag, for example, he searches on his individually prepared Bingo card for the word crayon, checking it off.

Another direction for this activity asks each student in the class to contribute to the Bingo game by announcing to the class the name of an object. In this way, students have an opportunity to speak and even make sure they win.

This activity can be extended by asking students to respond to various questions about the objects: "Combien de dictionnaires [y a-t-il] dans la salle de classe?" "De quelle couleur est le drapeau?", etc.

Sample Handout #1

Qu'est-ce que c'est?

[Note that drawings are to appear in this handout, provided in the Illustrations Packet. You may decide to make a larger (5x5) grid.]

1 drawing of a book	2 drawing of a pencil	3 chalkboard	4 chalk
5 trash basket	6 pencil sharpener	7 paper	8 eraser
9 student desk	10 tape	11 tape recorder	12 chair
13 pen	14 projector	15 screen	16 flag
17 book shelf	18 stapler	19 paper clip	20 notebook

Sample Handout #2

Qu'est-ce que c'est?

Directions: Unscramble the names of the common classroom objects you have learned.

1. beurua ____________________________________
2. rapudae ________________________________
3. yonrac ___________________________________
4. rino blatuea _____________________________
5. seachi ________________________________

[**Note**: Complete the list with vocabulary words that have been taught.]

Topic: **Classroom Routine**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students analyze a typical school week and make inferences about the visual presented to them. They will use time, days of the week and school subjects as basic vocabulary.

Language Needed

A. Content: school subjects, telling time, days of the week, basic verbs of school activity (go, study, etc.)

B. Linguistic Forms: present tense

Specific Skills Addressed: Reading, speaking

Suggested Time Frame: 30 minutes

Materials Needed: Student schedule provided as a handout, taken from Illustrations Packet

Procedures

1. Reproduce copies of the handout for each student or prepare an overhead transparency.

2. Before the students examine the visual, prepare them with the necessary vocabulary and structures that will be needed to discuss the activities and studies shown in the visual.

3. Have students read the time schedule presented in the visual and prepare to discuss its details. They should be able to respond to questions about the information presented and to create questions to ask of other students.

Evaluation Methods

Evaluate students informally during the exercise by seeing which students can discuss the information with an acceptable level of proficiency. Formal evaluation may take place during an oral or written quiz as students answer specific questions, using the information presented in the visual.

Suggested Questions for Discussion

A quelle heure est la première classe d'Henri?
Quelles langues étudie-t-il?
Décrivez les heures de son laboratoire.
Combien de fois par semaine va-t-il au cours d'éducation physique?
Quand fait-il le jogging?
Quand va-t-il à la bibliothèque?
Combien de temps a-t-il pour le déjeuner?
Pourquoi n'a-t-il pas de class le mercredi après-midi?
Aimez-vous l'horaire irregulière d'Henri? Pourquoi?
Quel jour ne va-t-il pas à sa classe de maths?

Springboard Activities

1. Have students use the format provided or a similar format of their own creation to draw up their personal academic schedules.

2. Assign students to use this sort of format to interview a partner to determine what that partner does during the week and what the partner is studying.

3. Adapt the information given, masking out about half the information provided on the original visual to create Sheet A and masking out the other half of the information on Sheet B. With students working in pairs, one armed with Sheet A and one armed with Sheet B, have them interview each other to learn what information is not included on their own sheet to complete the full schedule.

4. Use this format to introduce the vocabulary of other subjects. Class hours may be changed; the typical 24-hour clock notations may be substituted; leisure activities may be included.

Cultural Note: Remind students that no classes are scheduled for Wednesday afternoons in France.

Topic: **Clothing.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students respond realistically to basic questions using topical vocabulary; give sentence descriptions using appropriate adjectives; express likes and dislikes in single sentences using concrete vocabulary on clothing, colors, weather, etc.

Language Needed

A. Content: basic clothing terms, colors, adjectives of size, weather, activities appropriate to specific clothing

B. Linguistic Forms: être, agreement and placement of adjectives; appropriate action verbs and verbs of like, dislike and preference, in present tense

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes

Materials Needed

Three sets of old clothing (three pairs of pants, three sweaters, three T-shirts, three jackets, three pairs of shoes, three hats, three skirts, etc.)

Procedures

1. Review clothing vocabulary, using pictures, overhead transparencies, students' apparel or props (doll clothes, children's clothing, etc.). As each piece of clothing is identified, elicit statements from students regarding color, size, appropriate weather, season or activities for each article. Examples:

> De quelle couleur est ce short?
> Tu aimes cette chemise verte?
> Quant est-ce qu'on porte un anorak?

"Un anorak est une veste de sport, imperméable et à capuchon."

Ce T-shirt est grand ou petit?
Tu aimes mieux les T-shirts qui sont grands ou petits?, etc.

2. Divide the class into three teams, assigning each team its own pile of clothing placed at the front of the room. Each pile of clothing should contain the same basic items and be within the students' vocabulary range. The more color or silly the items, the better they like them.

3. Have each team send one person to stand behind its assigned pile of clothing. Call out the name of an article and ask the students quickly to find and put on the appropriate article of clothing while you note the order in which the members of the three teams finish. Points may be awarded, such as three points for the first, two for the second and one for the last. Then tell each student, in order of his or her completion of the first task, must make a statement about that article of clothing before returning to the team huddle. Points may also be given here, based on appropriateness, creativity and complexity of the statement. You may want to assign a student to write these statements on a transparency for later summary or review.

4. Repeat Step 3 until all students have had at least one turn to find and put on an article of clothing.

5. If a transparency of the students' statements was made, you may want to summarize the lesson by going over the statements with the class.

Evaluation Methods

Informal evaluation occurs throughout this activity. For more formal evaluation at the end of the activity, try the following exercise. (A) Hold up selected articles of clothing and have students identify them and give a statement about each (in oral or written form). Be sure to give students more practice activities before any written evaluations. (B) Hold up selected articles of clothing, making a statement about each item and having students write yes or no to agree or disagree with the appropriateness of your statement. (C) Describe an activity or weather situation and challenge students to identify appropriate clothing (orally or by selecting answers from a multiple choice format).

Springboard Activities

1. Divide students into groups of four to five. Give each group a slip of paper designating a vacation spot, dates of the vacation and suggested activities. Have each group make a list of appropriate clothing to pack for this vacation, including a statement noting the proposed activity for each item to be packed. This writing assignment can be turned in or discussed in class. If it is shared orally, it might encourage listening skill development if the presenting group is instructed in advance NOT to mention the destination, so that the other groups might guess the vacation spot.

2. Pack four or five suitcases or paper sacks for imaginary people of varying ages, interests and vacation destinations. Or assign student groups to do this, using your suggestions or determining their own "traveller's identity." When students bring in the packed suitcases, you may want to check them in advance for appropriate contents. In class, distribute the suitcases to groups of students (no group receiving its own suitcase), explaining to students that there was a luggage mix-up at the airport. Each group must go through the contents of its suitcase and try to determine a profile of the owner and the vacation destination.

Adapted from an activity created by Judy Lewis, Stan Moor and Lynn Swanson, Spanish teachers at Pope High School.

Topic:	**Colors.1**
Quality Core Curriculum Function:	**Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective	Students learn to give sentence descriptions using color adjectives

Language Needed

A. Content: selected colors (about 12-14); names of various objects found in a classroom or among student possessions

B. Linguistic Forms: placement of adjectives; c'est un...; c'est une...

Specific Skills Addressed:	Writing, speaking, listening
Suggested Time Frame:	20 minutes
Materials Needed:	Index cards with various pairs of color names on each; timer

Procedures

1. Briefly review names of colors that students will be using in this activity.

2. Divide students into groups of four to five. Let each group select an index card on which is printed a pair of colors (in the target language), one common color (such as red) and one less common color (such as pink).

3. Give students three minutes to gather from among their personal possessions or from the classroom as many objects as they can that are predominantly of their assigned colors. Set the timer.

4. At the end of the search period, instruct each group to prepare a list in the target language of the items they have found. If they do not know the word for an item, they may use the textbook glossary or a dictionary, if they have been given instruction on dictionary usage. Or they may simply use "un objet..." or "une chose..." or "un truc"... Allow five minutes for this task.

5. Have each group then present its assembled objects to the class, reading from the list (Voici un livre rouge; ce sont des fleurs roses, etc.). Award two points for each object correctly named and one point for each object presented but not specifically identified. The group with the most points "wins." If you wish, you could allow other groups to earn an extra point for naming each object that the presenting group could not.

Evaluation Methods

Informal evaluation is provided by students' lists, presentations and peer corrections.

Springboard Activity

Let individual students choose five objects from their hunt and write one sentence about each. Sentences may relate to their like/dislike of the object, the use of the object, other descriptions of it, where it is usually found, etc.

Grammar note: Remind students that color adjectives from "fruits" (such as orange, citron, cerise, marron) are invariable.

Topic: **Days, Months, Seasons.1**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form.

Activity Objective

Students recite in sequence the months of the year, ask the date of one's birthday, and respond to that question.

Language Needed

A. Content: names of the months of the year; numbers 1-31

B. Linguistic Forms: Quel est le mois de...? Quelle est la date de...?; possessive adjectives

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: One class period

Materials Needed

Authentic calendar from the target country; handout of scrambled words, (provided in this activity)

Procedures

1. Present the months of the year orally and in sequence. If the words are presented later in written form, tell the students that the months are not capitalized in French.

2. Model for the students the month of your birthday: Mon anniversaire est
en juillet. (C'est le 23 juillet.)

3. Drill orally: Quel est le mois de ton anniversaire?
Quelle est la date de ton anniversaire?
Mon anniversaire est en mai.

4. Group the students to quiz each other about the month of their birthday. They should take turns asking each other the questions and giving the appropriate response.

5. Have students record the birthdate given by each person in their group. They will later be responsible for responding to questions about the birthdate of particular persons in their group.

> Quel est le mois de l'anniversaire de Marie?
> Son anniversaire est en ....

6. Record several of the students' dates on an overhead transparency and then lead the class in an exercise, such as

> Le 7 octobre, c'est l'anniversaire de...? or
> Le 7 octobre, c'est l'anniversaire de qui?

7. Have individual students respond with

> Le 7 octobre, c'est l'anniversaire de Marc et aussi de Louise.

8. For a writing exercise, show a transparency (or a handout) with the months of the year scrambled and not in sequence. Have the students unscramble the names and write them in sequence. Give a prize to the student who finishes first.

Evaluation Methods

For informal evaluation, have students recite, in turn, the sequence of the 12 months as you call on individuals one after the other. They may also be asked to write the months of the year. Finally, ask them to respond to questions related to birthdates.

Springboard Activities

1. Have students design and produce their own "theme" (sports, tourist spots, cities, animals, etc.) calendar in the target language/culture, writing days and months in the language. Students may illustrate each month with a scene depicting the theme they have chosen. They may also label the objects in the illustrations. Remember to tell your students that calendars in French generally show lundi as the first day of the week.

2. Ask students to identify important days on their calendar, in the target language: Christmas, Yom Kippur, Thanksgiving, birthdates of friends and family members, national holidays.

3. Give extra credit to students who wish to research and identify important days in various Francophone countries.

Sample Transpareny or Handout

Scrambled months

1. arms ____________________

2. aûto ____________________

3. bermevon ____________________

4. ilujelt ____________________

5. ami ____________________

6. vrjnaie ____________________

7. toecrbo ____________________

8. pebersmet ____________________

9. micbedré ____________________

10. unji ____________________

11. réferiv ____________________

12. vilar ____________________

Topic: **Days, Months, Seasons.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students recite sequences, such as days of the week and months of the year. Students repeat basic questions, asking them of another student. Students respond to visual cues.

Language Needed

A. Content: days of the week; months of the year; numbers 1-31; selected holidays

B. Linguistic Forms:
Quels sont les jours de la semaine?
Quels sont les mois de l'année?
Quelle est la date de.......?
C'est le 3 janvier. (e.g.)
Quel jour sommes-nous?
Nous sommes le ____ avril. (e.g.)
Nous sommes lundi. (e.g.)

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes

Materials Needed: Large wall calendar (in French, if possible); handout of French calendar

[**Note** that a copy of a French calender for 1992 is included in the Illustrations Packet.]

Procedures

1. Review the days of the week and the months of the year orally and in sequence. Remind students that the French week begins with lundi.

2. Using the large wall calendar, point to various days of the week and ask in French, "Quel jour sommes-nous?" Do the same with the months: "Quel mois sommes-nous?"

3. Review the structure for giving dates in French, and after asking, "Quelle est la date aujourd'hui?" in French, point to various other dates on the large calendar to elicit students' responses as they practice telling the date.

4. Distribute a handout of a French calendar. Say a particular date (le 4 octobre) and have the students tell you the day of the week for that date, according to the calendar.

5. Have students circle important dates/holidays on their calendars. You may specify them or let students choose or both. Then ask in French:

> Quelle est la date de Noël Noël, c'est quel jour cette année?
> Ton anniversaire, c'est quel jour?
> Quel jour de la semaine est-ce que les vacances commencent? etc.

Evaluation Methods

Informal evaluation takes place throughout this activity. For more formal evaluation, repeat Steps Four and Five with individual students or in a written format. Students can also be required to recite the days of the week and the months of the year in sequence for a formal evaluation.

Springboard Activities

1. To practice the topic of days (and perhaps telling time), distribute and discuss a typical school schedule of a French student. Questions might include "Quels jours Chantal a-t-elle une classe de maths?" or "A quelle heure est-elle dans la classe d'anglais?"

2. Have students identify major school holidays on the calendar handouts. Instruct students to mark particular days on the calendar (for example, le deuxième lundi d'octobre) and recite the day of the month (C'est le 10 octobre). A brief discussion in French about differences and preferences regarding the school calendar can follow.

Cultural Note: "In a week" is often expressed in French by "en huit jours" (for length of time required) or by "dans huit jours" (for a projection into the future). "Two weeks" is often given as "quinze jours."

Topic: **Family.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students learn to discuss the topic of family members by responding to questions.

Language Needed

A. Content: vocabulary on family members (see end)

B. Linguistic Forms: descriptive adjectives, present tense of verb forms, demonstrative adjectives, possessive adjectives, numbers

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: Two class periods

Materials Needed: Photographs or pictures representing various family members

Procedures

1. Ask students in advance to collect photographs of family members or to cut from magazines pictures that represent family members.

2. Introduce the vocabulary concerning family members and present model sentences that introduce them: "This is my aunt", etc. Model statements, questions, and vocabulary are attached at the end of this section.

3. Then ask students to present some of their own pictures, using your model.

4. Have students write a description of their favorite family member.

Evaluation Methods

A written evaluation may take the form of a short quiz, in which students complete items such as

1. Mon parent favori est mon/ma ....
2. Il (Elle) s'appelle ....
3. Il (Elle) a les yeux ....
4. Il (Elle) a les cheveux ....
5. Il (Elle) a _____ ans.
6. Il (Elle) est très ....
7. Il (Elle) habite ....
8. Il (Elle) aime ....

Springboard Activities

Divide the class into student groups of four or five. Have students in each group place a picture and a written description of one of their relatives on a poster board. Ask students to study the various pictures and descriptions, preparing to answer questions. Examples: Who has a blond cousin? Who likes to swim? Who lives in New York?

Useful vocabulary

Family Members

le père
la mère
le frère
la soeur
l'oncle
la tante
le cousin
la cousine
le grand-père
la grand-mère
le mari, l'époux
la femme, l'épouse

Descriptive Words

grand(e)
petit(e)
gris(e)
maigre
sympathique
aimable
gentil, gentille
intelligent(e)
généreux, -euse
amusant(e)
ennuyeux, -euse
vieux, vieille
jeune
blond(e)
brun(e)
roux, rousse
noir(e)

Verbs

être
avoir
habiter
aimer
détester
préférer
lire
faire du ski
jouer de la guitare
jouer au tennis
voyager
étudier

Typical Questions

Comment s'appelle ton (ta) ...?

Quel âge a-t-il? Quel âge a-t-elle?

Comment est-il (elle)?

Quelle est la couleur de ses yeux? Il (Elle) a les yeux ____.

Quelle est la couleur de ses cheveux? Il (Elle) a les cheveux ______.

Où est-ce qu'il (elle) habite?

Qu'est-ce qu'il (elle) aime faire?

Qui a un cousin aux cheveux roux?

Qui a beaucoup de talent?

Qui habite à New York?

Est-ce que l'oncle de Guillaume a les yeux noisette? (invariable adj.)

Topic: **Family.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students respond to visual cues for members of the family and repeat basic questions, asking them of another student.

Language Needed

A. Content: vocabulary for family members (see Family.1)

B. Linguistic Forms: third person singular of s'appeler (il s'appelle);possessive adjectives

Specific Skills Addressed: Listening, writing, speaking

Suggested Time Frame: 20 minutes

Materials Needed

Teacher-made tape (sample script provided); overhead transparency or large poster of family tree (see sample); family tree outline (handout)

Procedures

1. Record (or have a native speaker record, if possible) a monologue describing a family. A sample script is provided.

2. Review the vocabulary for family members, using a large poster or an overhead transparency of a family tree as a visual aid to be sure that students understand family relationships.

3. Give students the handout to fill in while listening to the tape. Go over the pronunciation of various names on the handout if necessary before beginning the tape to ensure that students will recognize them. (Michel versus Michelle will depend upon the person who records the script.)

4. Play the tape once or twice, depending on the students' ability. Tell students they will only have to comprehend names of various family members to complete this activity; total comprehension of all details is not the goal at this time. However, if appropriate, include the second handout at a later date.

Evaluation Methods

Ask or have other students ask questions such as

> Comment s'appelle la soeur de Michel/Michelle?
> Comment s'appelle son frère?

to verify students' answers and to practice oral use of this vocabulary and the function of asking questions.

Springboard Activities

1. Ask students to write one sentence about each family member, based on subsequent replays of the tape. The second handout is provided for this activity.

2. Have students draw their own family tree with name labels. If appropriate, they may write one sentence about each family member. By putting these sentences into paragraph form, students could supply family information to a prospective exchange student coming to stay with them. They might also make a tape recording of their written paragraph to hand in for an oral evaluation.

3. Describe orally your own (or imaginary) family (or choose a very capable student to describe his or her family). Have students draw and fill in the family tree based on this description. For a more student-active and elaborate family tree exercise, use names of students in the class and assign them to various family roles. As the students hear their own name mentioned in the description of the family being read to them, have them pick up a sign indicating their family status (père, soeur, oncle, etc.) made in advance by the teacher and stand in the appropriate place to form a life-sized family tree in the classroom. By describing a family with lots of cousins, the entire class could become involved in this activity.

Sample Tape Script (to be recorded)

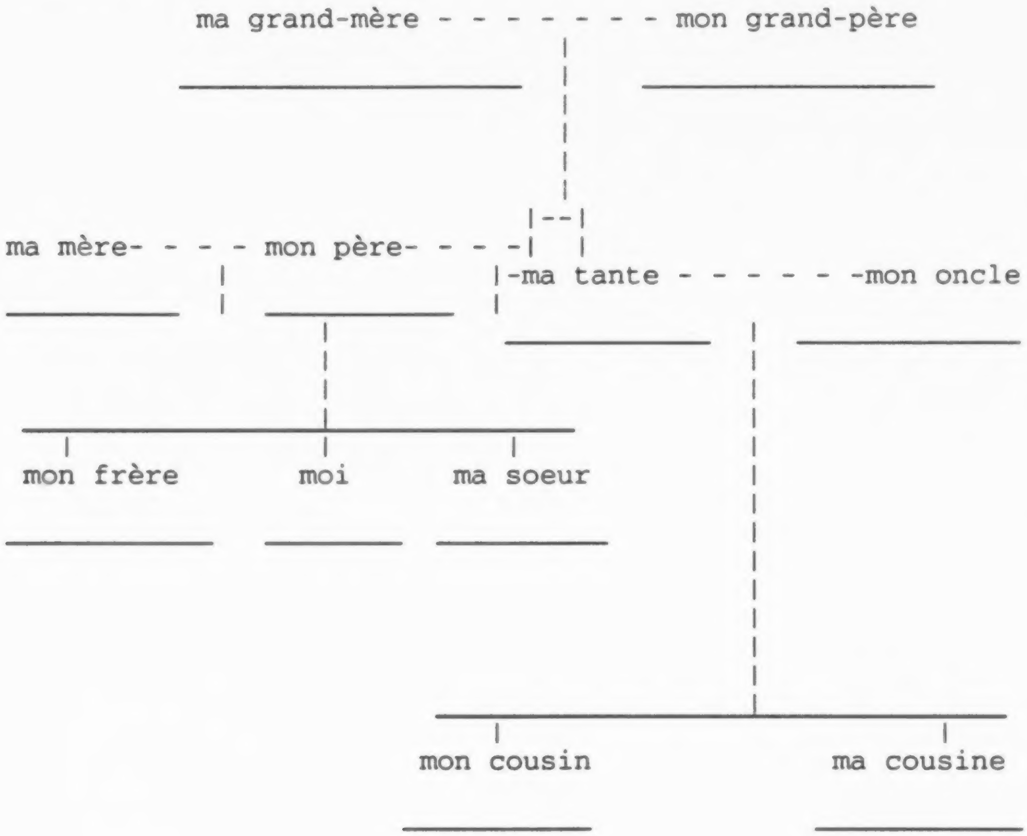
Bonjour! Comme tu sais, je m'appelle Michel(le), et je vais te décrire ma famille. J'habite une maison en banlieue avec mes parents, mon frère cadet et ma soeur aînée. Mon petit frère s'appelle Benoît et il a sept ans. Il aime jouer au football avec ses amis. Ma soeur Monique a 16 ans et elle va au lycée près de chez nous. Elle adore la musique rock, surtout les groupes américains. Monique et ma cousine Hélène vont toujours aux concerts de rock. Hélène et son frère Serge habitent un appartement en ville avec leurs parents, ma tante Louise et mon oncle Gilbert. Mon cousin Serge a huit ans; mon frère et lui, ils aiment jouer ensemble. Ma tante Louise travaille dans une banque en ville et mon oncle Gilbert est journaliste. Mes parents travaillent en ville aussi. Ma mère, qui s'appelle Thérèse, est professeur. Mon père, Paul, travaille dans un bureau. D'habitude, ils prennent le métro pour arriver en ville. Mes grands-parents habitent la campagne. Nous leur rendons visite le weekend. Mon grand-père s'appelle Henri. Il ne travaille plus; il reste à la maison avec ma grand-mère Pauline. Voilà -- c'est ma famille.

Handout A

You are going to live with a French family for one month this summer. Your French friend has sent you a tape recording describing his or her family to you.

Listen to the tape and fill in the family tree below with the names of the family members. These French PRENOMS are listed below in alphabetical order to help you with the spelling.

Benoît Gilbert Hélène Henri Louise Michel (Michelle)
Monique Paul Pauline Serge Thérèse



Handout B

Now that you've heard details of Michel(le)'s family, write one sentence about each family member to help you get to know them before your arrival in France.

1. Sa soeur ____________________.
2. Son frère ____________________.
3. Sa mère ____________________.
4. Son père ____________________.
5. Sa cousine ____________________.
6. Son cousin ____________________.
7. Sa tante ____________________.
8. Son oncle ____________________.
9. Sa grand-mère ____________________.
10. Son grand-père ____________________.

Topic: **Geography.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students describe locations on a map.

Language Needed

A. Content: geography expressions (compass directions, topographical features); prepositions of location

B. Linguistic Forms: present tense of various verbs

Specific Skills Addressed: Reading, speaking

Suggested Time Frame: 30 minutes

Materials Needed

Handouts A, B and C (provided); wall map of a Francophone country or textbook map

Procedures

1. Review the vocabulary for compass directions and the geography (rivers, mountains, lakes, cities, etc.) needed for this activity and then distribute Handout A. Help students organize for the activity by having them name various features they see. Other questions appropriate would be

> Où voudrais-tu habiter dans ce pays?
> Où est-ce que tu ne voudrais pas habiter?
> Où est-ce que ton amie voudrait habiter?

2. Ask all students to stand, and in order for them to be seated again, require that they give the location of a place on the map, as in the example below.

> La rivière des amoureux est à l'ouest du lac des lèvres.

3. Have students complete Handout B with the appropriate responses.

4. Then use a real map and follow the same procedures.

Evaluation Methods

Handout C may be used for a formal or informal evaluation. Ask students to state a location of two cities, for example and have another student make a sentence using the same cities.

> Dijon est au nord d'Avignon. --Avignon est au sud de Dijon.

Springboard Activities

1. Have students make their own imaginary country, draw a map and make up exercises similar to those in Handout B for a partner to complete.

2. Read several statements referring to a particular map, and challenge the students to decide if the statement is true or false.

Selected Vocabulary

nord	est	sud	ouest
au nord de	à l'est de	au sud de	à l'ouest de
au nord	à l'est	au sud	à l'ouest

un fleuve (to the sea)
une rivère (to a fleuve)
les montagnes
un val, un vallon, une vallée
un lac
un océan
la frontière
une ville
un village
une forêt

près de
loin de
à côté de
sur

Handout A (See Illustrations Packet)

Carte du pays du coeur	Map of the Land of the Heart
La Montagne d'Esmeralda	Esmeralda Mountain
Les Montagnes du Bon Vivant	Playboy Mountains
La vallée de l'anneau	Wedding Ring Valley
Le lac du mariage	Marriage Lake
La ville de la haine	Hate City
Le lac du philtre d'amour	Love Potion Lake
La forêt de Tristan	Tristan's Forest
Le fleuve du divorce	Divorce River
La Capitale de l'Amour	Love Capital
La vallée du coup de foudre	Love-Struck Valley
Le village des parfums	Perfumetown
Le lac des lèvres	Lip Lake
La ville de la sirène	Vamp City

Handout B

Complétez les phrases avec les mots correctes.

au nord, au sud, à l'ouest, à l'est de (du, de l', des, de la...)

1. Le lac des lèvres est ____________________ ville de la sirène.
2. Le lac du philtre d'amour est ________________ ville de la haine.
3. La forêt de Tristan est __________________ village des parfums.
4. La capitale de l'amour est _________________lac du mariage et ______________________ville de la sirêne.
5. Valentin est ___________________ lac du mariage.
6. La vallée de l'anneau est _________________ village de parfums.
7. La ville de la haine est __________________ la montagne d'Esmeralda.
8. Le lac des lèvres est __________________ lac du mariage.
9. La vallée du coup de foudre est ______________Valentin.

Complétez la phrase.

1. ____________________________ est au sud de Valentin.
2. _________________________ est à l'ouest de la capitale de l'Amour.
3. ________________________ est au nord de la capitale de l'Amour.
4. __________________________est à l'est du lac du philtre d'amour.
5. __________________________ est sur le fleuve du divorce.

Handout C

Carte physique de la France

Répondez en français:

se trouver = être		se trouve = est

1. Où se trouve Le Havre?

2. Où se trouve Orléans?

3. Où se trouve Marseille?

4. Où se trouve Bordeaux?

5. Où se trouve Lyon?

6. Où se trouve Strasbourg?

7. Où se trouve Tours?

8. Où se trouve Paris?

Topic: **Rooms of the House.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students manipulate memorized materials to create descriptions of their living situations in homes or apartments.

Language Needed

A. Content: vocabulary for rooms of the house, prepositions of location

B. Linguistic Forms: être, Où est...?, prepositional phrases

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 20 minutes

Materials Needed

Transparency of a floor plan (see Illustrations Packet), small cutouts, each in a unique shape, of various people or family members and animals (to form silhouettes when placed on the transparency in a particular room).

Procedures

1. Using the transparency of a floor plan, review the rooms of the house with students. Continue with questions such as

> C’est la cuisine?
> C’est la chambre ou le salon?
> Et cette pièce, qu’est-ce que c’est? Quelle est cette pièce?

2. Introduce the cutout silhouettes (by name or using family member vocabulary or perhaps figures in the shape of household pets) and place one figure in a room on the transparency floor plan. Asking questions such as

> Est-ce que la mère est dans le salon?
> Est-ce que le garçon est dans la cuisine ou dans la chambre?
> Où est le garçon?

Have students tell the location of the figure. Move the figures from room to room or place different figures in different rooms until all rooms are known by the class.

3. Divide students into groups of four to five. Have one student in each group write on a note card a room of the house indicating where he or she is. Ask other members of the group to guess which room has been selected by asking a yes/no question. (e.g., Tu es dans la salle de bains?). Let the student who guesses the correct room choose a room, writing the selection on a note card or on scratch paper. Continue the round for three to five minutes, until all students have had a chance to "hide" themselves in the house.

Evaluation Methods

To evaluate listening comprehension, use the transparency of the floor plan, placing a figure in the room and making a statement about the location of the figure. Have students respond (in written or oral form), based on the truth of the statements.

To evaluate speaking skills, use the transparency of the floor plan, placing a figure in a room and asking a student to say aloud where that figure is.

Springboard Activities

1. Ask students to draw a floor plan of their own home or of their dream home. Rooms should be labeled in the target language. More capable students might write a few sentences describing the various rooms. (Example: There are three bedrooms. The kitchen is very modern. The living room is next to the dining room. The bedroom is far from the bathroom. The bathroom is on the second floor [premier étage].)

2. Let students may practice asking questions as they place the silhouette figures in the various rooms.

Cultural Note: An American two-story house may have a ground floor <<rez-de-chaussée>> and a second floor <<un étage>>. A typical American house does not have a second floor; there may only be a ground floor.

Vocabulary

Les pièces de la maison

le salon / la salle de séjour
la salle à manger
la salle de bains
le foyer
le garage
la cave
la terrasse
la chambre d'enfants
la chambre (à coucher)
la cuisine
l'armoire
l'office (pantry)
le sous-sol
le grenier
le balcon

Topic: **Rooms of the House.2**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students respond realistically to basic questions using topical vocabulary concerning the rooms of a house. They learn to manipulate memorized materials to fit different situations.

Language Needed

A. Content: names of the rooms of a house (see Rooms of the House.1); numbers

B. Linguistic Forms: Combien de...? Où est/sont...? Est-ce qu'il y a...? Il y a un/une/des... Il n'y a pas de..

Specific Skills Addressed:	Listening, speaking, reading, writing
Suggested Time Frame:	20 minutes
Materials Needed:	Floor plans of various houses

Procedures

1. Review the names of the rooms of the house, using a transparency (copy provided in the Illustrations Packet, Rooms of the House.1). Ask questions, similar to those listed below, to practice vocabulary and structures needed for this activity.

2. Write questions on the chalkboard or transparency for easy student referral.

> Combien de pièces est-ce qu'il y a dans la maison?
> Combien de chambres est-ce qu'il y a dans la maison?
> Combien de salles de bains est-ce qu'il y a dans la maison?

Où est la cuisine?
Est-ce qu'il y a un garage?
Est-ce qu'il y a un grenier?
Est-ce qu'il y a un étage? (a second floor)?

3. Divide students into pairs. Distribute sample floor plans so that each student in a pair has a different plan. (Teachers will need to copy and then cut out the individual floor plans to the blackline master provided in the Illustrations Packet, Rooms of the House.2.) Have students ask each other questions to determine the differences in their floor plans.

Evaluation Methods

For informal evaluation, circulate and listen to pair practice. For formal evaluation after the students have had time to practice the oral questions in paired groups, assign pairs to write answers to the questions (thus forming a first draft of a descriptive paragraph of the floor plan) while you circulate to evaluate. For formal oral evaluation, have each pair ask and answer one question each. For more capable students, have each student describe his or her floor plan in two or three sentences, using the questions as a guide (Function F of the QCC). Written paragraphs can also be collected for a grade, if desired.

Springboard Activities

1. Distribute a full-page handout containing two to four floor plans (Rooms of the House.2, from the Illustrations Packet) and describe each floor plan in the target language as students listen for details and identify the floor plan being described.

2. After presenting typical abbreviations used in real estate ads and showing students copies of ads, ask students to write their own ads based on their own homes, imaginary home, or specific floor plans (such as those found in magazines and newspapers). Student pairs can then trade ads and question each other about details not found in the ad to determine their possible interest regarding future purchase or rental.

3. After they are familiar with typical abbreviations found in ads, divide students into pairs (realtor and interested buyer). Distribute to all realtors a multiple listing of ads (see Illustrations Packet). Have buyers state their desires and realtors respond and suggest alternatives, based on ads. Ask buyers to decide whether to visit any of the houses or apartments.

Topic: **Numbers.1**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students demonstrate understanding of spoken numbers in the target language by repeating correct numbers as they are shown by teacher and peers.

Language Needed

A. Content: numbers 1-20 or 21-40 or 41-60 or 61-80 or 81-100

B. Linguistic Forms: basic instructions, such as "Count from 1 to 20";
Comptez de __ jusqu'à __.
Répétez après moi.
Qu'est-ce que c'est?
Bien / très bien / pas tout à fait.

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 30 minutes or less

Materials Needed: Squares of papers with numbers

Procedures

1. Model correct pronunciation of numbers (in the range to be learned in this lesson), while pointing to or holding up the numbers produced on the visual.

2. Have students repeat numbers in unison, alternately in small groups and finally as individuals until everyone can repeat successfully.

3. Using the squares of paper with the numbers on them, asks students to identify the numbers in normal order, in reverse order and in random order.

4. Group students by teams of four for small group practice for a few minutes.

5. At the end of the practice session, call on students to recite the numbers in the orders practiced.

Evaluation Methods

Assign a speaking quiz grade. Tell students in advance if the activity is to result in a grade.

Springboard Activities

1. Start with any number, point to a student and have him or her pronounce it. Then, giving cues (count up or count down), point randomly to other students to continue the sequence. After a few numbers, reverse the sequence. Select another starting number and repeat the procedure.

2. Call out a number and have another student recite the next higher number or the next lower number, according to the initial instructions. Or have a student call out the first number.

Cultural Note:

"One" is designated with the thumb, and the palm is toward the speaker. "Two" is the thumb and the index finger, still with the palm toward the speaker, etc.

When making the sheets of paper with numbers, be sure to write them in the way that native speakers write them -- 7 with a bar through the stem, for example.

Topic:	**Numbers.2**
Quality Core Curriculum Function:	**Function C**

Reacts appropriately in uncomplicated social situations

Activity Objective

Students learn to use numbers that are required for use of the telephone and to memorize essential phrases necessary on the telephone.

Language Needed

A. Content: numbers 1-100

B. Linguistic Forms: none

Specific Skills Addressed:	Listening, speaking, reading
Suggested Time Frame:	10-30 minutes
Materials Needed:	Attached handout/worksheet or a similar one created by the teacher

Procedures

1. Familiarize students with the numbers 1-100 and the correct pronunciation of the words on the worksheets.

2. Group the class into pairs and explain the worksheet, "The Perfect Secretary." Have students "dial" a phone number at random by calling out to their partner. The partner must answer within 10 seconds by announcing the name of the company (museum, hotel, etc.) called. Give responders one point for each correct answer and callers one point for each incorrect answer.

3. After partnerships are established, have one of the partners call out a number. The responding partner listens to the number called, consults the sheet and responds, for example, <<Allô, ici Air France>>. Repeat this process three to five times. Let partners reverse roles for three to five calls, as appropriate. Have students place a checkmark or an X in the column they are playing to identify a point for themselves.

4. Let students continue the activity for as long as is appropriate. Allow students to get a new sheet and a new partner if a lot of time is to be spent on working with numbers. Since the list may be too long for some students to check through in 10 seconds, consider letting students work on the handout in sections.

Evaluation Methods

While students work with the activity, circulate among them and check for correct pronunciation. Check student accuracy and involvement by evaluating the number of points students accumulate.

Springboard Activities

1. Use any category of telephone numbers and agencies to establish similar worksheets: hotels, department stores, tourist centers, museums, restaurants, etc.

2. Teach students a set dialogue to complete the call, such as those below.

A.	45.71.41.14	B.	Allô, Hôtel Concorde
A.	M. Martin, s'il vous plaît.	B.	Il n'est pas là.
A.	Merci. Au revoir.	B.	Je vous en prie. Au revoir.

Le secrétaire parfait / La secrétaire parfaite

						Manche					
Etablissement	Téléphone	1	2	3	4	5	6	7	8	9	10
Le Printemps	42.62.50.00	_	_	_	_	_	_	_	_	_	_
Office de Tourisme	47.23.61.72	_	_	_	_	_	_	_	_	_	_
Air France	45.35.61.61	_	_	_	_	_	_	_	_	_	_
Air-Inter	45.39.25.25	_	_	_	_	_	_	_	_	_	_
Orly - Aéroport	48.84.32.10	_	_	_	_	_	_	_	_	_	_
SNCF (Sociéte Nationale des Chemins de Fer)	45.82.50.60	_	_	_	_	_	_	_	_	_	_
Palais Omnisports	43.46.12.21	_	_	_	_	_	_	_	_	_	_
Poste centrale	42.33.71.60	_	_	_	_	_	_	_	_	_	_
S.O.S. Médecins	47.07.77.77	_	_	_	_	_	_	_	_	_	_
Information météo	36.69.01.01	_	_	_	_	_	_	_	_	_	_
TF1-relations publiques	5.38.67.68	_	_	_	_	_	_	_	_	_	_
Swissair	47.42.15.96	_	_	_	_	_	_	_	_	_	_
Office de tourisme du Québec	45.02.14.10	_	_	_	_	_	_	_	_	_	_
Objets trouvés	45.31.14.80	_	_	_	_	_	_	_	_	_	_
Carte Bleue Paris	42.77.11.90	_	_	_	_	_	_	_	_	_	_
SPA (Société protectrice des animaux)	43.80.40.66	_	_	_	_	_	_	_	_	_	_

Topic: **Parts of the Body.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Function F

Gives written and oral descriptions of two to four sentences of the known and concrete environment, given a topic or visual aid

Activity Objective

Students respond to basic questions using appropriate vocabulary of the topic of parts of the body.

Language Needed

A. Content: vocabulary concerning parts of the body; numbers 1-10

B. Linguistic Forms: Combien de... a mon monstre?; possessive adjectives

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 25 minutes

Materials Needed

Teacher-made transparency or handout copies of the drawing of a "monster," which is included in the Illustrations Packet.

Procedures

1. Briefly review vocabulary of the parts of the body.

2. Show students the transparency or the handout copies of the drawing of the "monster." Describe the "monster" in detail. (Mon monstre a trois jambes, etc.)

3. Ask questions of the students about the "monster." (Combien de bras a mon monstre?, etc.)

4. Group the students into pairs and instruct them to ask and answer questions of each other, using sentences you have just modeled.

5. Instruct the students to draw their own version of the "monster" at their desks.

6. After sufficient practice, have student volunteers give short descriptions of their own "monster."

Evaluation Methods

For informal evaluation, circulate during paired practice and during volunteer oral descriptions. If further evaluation is needed, have students write a paragraph of four or five sentences below their drawing, which they can turn in as classwork or homework for a written grade or for a formal oral presentation.

Springboard Activities

1. Have students give their monsters a name in the target language, writing that name below or above their drawing. Collect all drawings and place several in view of the class (taped to the chalkboard or on the wall or a bulletin board). Give an oral description of one of the drawings on display and have students identify by name which monster you are describing. This activity can be done as a game or as a listening comprehension activity.

2. Select student artist(s) to go to the chalkboard. Have individual members of the class contribute one-sentence descriptions of a monster for the artists to draw. Continue with student contributions until the monster is "complete."

3. Working with a chalkboard drawing, give descriptions and have a different student add a feature by adding the description to the drawing. If colors are known and if colored chalk is available, the drawings could be even more interesting.

Topic: **Parts of the Body.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective: Students respond to visual cues to learn parts of the body.

Language Needed

A. Content: names of parts of the body (to be introduced here); avoir

B. Linguistic Forms: Qu'est-ce que c'est? C'est un.... C'est une.... Combien de....?

Specific Skills Addressed: Listening, speaking, reading, writing

Suggested Time Frame: 20 minutes

Materials Needed

Labels for parts of the body (large enough for students to see from their seats), laminated if possible; color coordination (blue for masculine; pink for feminine) is suggested. Handouts of a drawing of a person (provided in the Illustrations Packet).

Procedures

1. Ask for a student volunteer to be the "model" to whom labels will be attached. If you have no volunteer or do not feel comfortable involving a student, you may use an overhead transparency or a drawing on the chalkboard.

2. With a pointer, indicate the various parts of the body, giving the word several times or identifying the elbow (for example) by a sentence. Involve the students as you proceed by frequently reviewing, asking <<Qu'est-ce que c'est?>>. Also ask <<Combien d'oreilles (e.g.) est-ce qu'il a?>> The point of these questions is for students to repeat the new vocabulary as much as possible.

3. When all parts of the body have been identified, take the prepared labels one at a time and, after demonstrating with the first one, ask various students to tape the label on the "model" or on the visual. When the model is completely covered with labels, distribute a handout of a drawing of a person and instruct students to copy the labels onto their handout for all the parts of the body, including the gender marker. (The "model" will have to copy a classmate's handout later.)

4. Have various students remove a label from the model as another classmate calls out a part of the body.

Evaluation Methods

Using the "de-labeled" model, point to the various parts of the body and have the class orally identify each item. This is the only evaluation necessary at this point, since this is only an introductory activity. More practice and usage is necessary before formal evaluation takes place.

Springboard Activities

1. Use labels to identify parts of the face. Instead of using a live model to teach the parts of the face (many of which would be too small to label), make a large drawing on poster board or on the chalkboard for taping of labels. Handouts of drawings of faces are included in the Illustrations Packet for student use.

2. Teach and sing the old camp song "Head, shoulders, knees and toes." Have students touch each part as the song is sung. With each repetition of the verse, leave out a noun and hum to replace that word, until the entire verse is just humming. Then, for the last verse, sing all words. A possible translation:

> Tête, épaules, genoux, et pieds, et pieds;
> Tête, épaules, genoux, et pieds, et pieds;
> Les yeux, les oreilles, la bouche, et le nez;
> Tête, épaules, genoux, et pieds, et pieds;

3. Give commands to students to point to various parts of the body as they play "Jacques dit..."

Examples: <<Montrez-moi le genou.>> (Students do not move.)
<<Jacques dit: <<Montrez-moi le pied.>> >>
(Students touch foot.)

Topic: **Time and Time Expressions.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students give time of day with time expressions.

Language Needed

A. Content: time (according to the clock); verbs dealing with daily routine

B. Linguisitic Forms: first, second and third person singular and third person plural of verbs dealing with daily routine (dormir, prendre), dîner, être, and il faut rentrer); à quelle heure est-ce que...?, jusqu'à..., pendant.

Specific Skills Addressed: Listening, speaking, reading

Suggested Time Frame: 40 minutes

Materials Needed: Survey forms included as a handout

Procedures

1. Before class, copy survey forms and check a different category at the top of each form so that there is basically an equal number of schedules for each of the three categories.

2. Briefly review telling time and ask a few questions concerning the time that certain activities are usually performed. Examples: A quelle heure est-ce que tu arrives à l'école? Jusqu'à quelle heure est-ce que tu fais tes devoirs le soir?

3. Distribute the schedule sheets and instruct students to form three groups, according to the category checked at the top of their handout. Have students in each of the three groups decide which class members each student will survey, writing the names of those students in the space provided on

the form. Depending on the class size, each student will interview three or four students, including himself or herself. Be sure that all students in the class are accounted for and will be interviewed.

4. Have students circulate to survey other class members by asking all of the questions on their survey form and filling in the answer of each student interviewed.

5. When the students have finished surveying their assigned classmates, reconvene groups to tabulate the results. Examples (in the language): 10 students sleep until 9 a.m. on weekends; eight students sleep until noon; seven students have dinner at 7 p.m.; 13 students are in bed at 11 p.m.

6. Ask volunteers from each group to present oral reports of their findings. This reporting to the class might be more interesting if each group reports findings from the first question, then the second question, etc., until all groups and all questions have been reported orally. Start a discussion regarding differences in groups reports by asking questions like the following (in the language); Why do people have dinner later during vacation? Do a lot of students or only a few students get up early?

Evaluation Methods

For informal evaluation, circulate during the survey time and during oral reporting of results. Written reporting of individual or group results could be collected for a formal written evaluation. Formal oral evaluation can occur by requiring each group member to make a statement in front of the class or by the teacher's asking each student a specific question about the results collected.

Springboard Activities

1. Make statements regarding the time that you do a particular activity mentioned on the survey (or any other activities that may be substituted), and have the rest of the class guess whether this statement is true for the school week, the weekend or vacation time. (Or select a student to make the statement.)

2. Adapt this survey to a variety of situations by changing the questions and the time periods. For example, design surveys for different seasons, asking about preferred activities, sports, foods, clothing or vacation spots.

Sample Handout A

Enquête: ____ ...pendant la semaine scolaire?
____ ...pendant le weekend?
____ ...pendant les vacances

Etudiants------>				
Jusqu'à quelle heure est-ce que tu dors...				
A quelle heure est-ce que tu prends le déjeuner.				
A quelle heure est-ce qu'il faut rentrer...				
A quelle heure est-ce que tu dînes...				
A quelle heure est-ce que tu es dans ton lit...				

Les résultats

Sample Handout B

Enquête: ____en hiver
____au printemps ou en automne
____en été

Etudiants------->				
Qu'est-ce que tu aimes faire dans ton temps libre?				
Quels sports est-ce que tu préfères?				
Qu'est-ce que tu aimes manger ou boire?				
Quels habits est-ce que tu portes?				
Où est-ce que tu préfères voyager?				

Les résultats

Topic: **Time.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective: Students respond to visual cues and learn to tell time in French.

Language Needed

A. Content: numbers 1-60; selected verbs (on handout sheet, attached)

B. Linguistic Forms: Quelle heure est-il? Il est ....; first person singular of selected verbs (see handout sheet, attached); A quelle heure...?

Specific Skills Addressed: Listening, speaking, reading

Suggested Time Frame: 25 minutes

Materials Needed

A demonstration clock (cardboard, paper plate or pizza round with movable hands), which can be homemade or purchased from a teachers' supply house or through materials catalogues; handouts and transparency made from handout (in Illustrations Packet)

Procedures

1. Using the demonstration clock, review telling time with students. Be sure to use a variety of times and provide for choral, group and individual responses.

2. Place the transparency on the overhead or distribute the handout and points to appropriate pictures while making statements in the target language about the times the activities usually take place. Examples:

> Je dors jusqu'à 6 heures.
> Je pars pour l'école à 8 heures moins dix.
> Je vais chez moi à 3 heures et demie.

3. Distribute the handout (exactly like the transparency, but with the sentences for student completion added below each picture -- see attached handout sample for suggestions) and instruct students to complete the sentence under each picture with the appropriate time based on their personal schedule.

4. When students have completed the handout/worksheet, ask individual students questions to elicit the complete sentence response under various pictures.

5. For more student practice and interaction, place a copy of these questions on the overhead projector or chalkboard and have student pairs practice asking and answering these questions.

Evaluation Methods

Informal evaluation occurs in step four above. For more formal evaluation, (1) ask students the questions without their referring to the pictures or to the handout, (2) point to a picture on the transparency and have Student A ask Student B the appropriate question, thus evaluating both students at one time or (3) ask questions of individual students and cue a specific time for the student to use in the answer, using the demonstration clock.

Springboard Activities

1. Have students write a short paragraph by taking sentences directly from the handout, possibly adding other details that are appropriate to their vocabulary level.

2. Ask students to recite short narratives of their daily activities and schedule, based on sentences from the handout or in the paragraph suggested above.

3. Add small clock faces (without hands) to each of the pictures on a master ditto, for distribution to students. Then read a narrative, instructing students to draw the hands on each clock according to what they hear. Student responses can be verified by their reading each sentence in the first person singular or by changing each verb form to the second person singular. For further practice, give students an additional copy of the handout and let them work in pairs, with Student A giving oral narrative to Student B and vice versa. Oral verification could involve practice of the third person singular form of the verbs.

Handout (see Illustration Packet)

A QUELLE HEURE...?

1 getting out of bed Je me lève à...	2 eating breakfast Je déjeune à...	3 getting dressed Je choisis mes habits à...
4 leaving for school Je pars pour l'école à ...	5 leaving school for home Je rentre à la maison à...	6 doing homework Je fais mes devoirs à...
7 having dinner Je dîne à...	8 watching TV Je regarde la télé à...	9 going to bed Je suis dans mon lit à...

Topic: **Vacations. 1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective: Students learn to use vocabulary concerning vacations.

Language Needed

A. Content: vacation vocabulary (given in sample dialogues, which may be adapted to fit the vocabulary of students) including: à la plage, à la montagne, chez mes grands-parents, dans un pays étranger (à l'étranger, dans une colonie de vacances, en ville, etc.

B. Linguistic Forms: Il est interdit de + infinitive (as a lexical item) Où est-ce qu'on peut + inf. (as a lexical item)

Specific Skills Addressed: Listening, speaking

Suggested Time Frame: 15 minutes first day; 30 minutes final day

Materials Needed

Transparency or handout of student dialogues (samples attached); vacation props (optional) to be brought in by students.

Procedures

1. Provide students with appropriate questions and answers for selected vacation spots (sample mini-dialogues provided) and practice them through choral, group and individual repetition until students have learned the pronunciation. Limit repetition to a maximum of 15 minutes per day; use several days, if necessary.

2. Assign student groups of three to five to bring in props for the vacation scenes used in the mini-dialogues, each group providing props for one to two scenes to cover all possibilities. This assignment could be made on the first day of practice (Step 1), to be due several days later.

3. Set up students' props at various stations around the room, and have students go from scene to scene, practicing the appropriate mini-dialogue for each scene. Circulate to help students move quickly from scene to scene and to help with any problems in pronunciation.

Evaluation Methods

As a formal or informal evaluation, assign a pair of students to go to a particular scene and perform the mini-dialogue appropriate to that scene. Since students will not know which scenario they must perform until they are called on, they must be proficient in all the dialogues. Since the dialogues use the same basic pattern, they should not be difficult to memorize, yet they will provide practice with structure and vocabulary.

Springboard Activities

1. Let students choose a scene and write short sentences describing that scene and typical vactioners, what they're wearing, what the weather is like, etc.

2. Help students suggest other scenarios or mini-dialogues to practice.

3. Help students suggest various other infinitives to place after <<Il est interdit de...>> and then have class members identify the probable site for that restriction. Example:

(<<Il est interdit de parler anglais...>>
--<<...dans la classe de français>>.

Small poster-sized signs could be made by students for appropriate restrictions to be placed around the classroom for reference. Example:

<<DEFENSE DE....>>

Sample Vacation Dialogues

A la plage:	--Il est interdit de nager ici? --Oui, c'est dangereux. --Non, allez-y! (Vas-y!) --Où est-ce qu'on peut changer d'habits? --Là-bas, dans la petite cabane.
A la montagne:	--Il est interdit de faire du ski ici? --Oui, c'est dangereux. --Non, allez-y! (Vas-y!) --Où est-ce qu'on peut louer des skis? --Là-bas, dans la petite boutique.
Chez mes grands-parents:	--Il est interdit de jouer dans le parc? --Oui, c'est dangereux. --Non, allez-y! (Vas-y!) --Où est-ce qu'on peut mettre les valises? --Là-bas, dans la chambre bleue.
En ville:	--Il est interdit de traverser la rue maintenant? --Oui, c'est dangereux. --Non, allez-y! (Vas-y!) --Où est-ce qu'on peut trouver un plan de la ville? --Là-bas, dans le petit kiosque.
A la campagne:	--Il est interdit de jouer aves les petits animaux? --Oui, c'est dangereux. --Non, allez-y! (Vas-y!) --Où est-ce qu'on peut aller à la pêche? --Là-bas, dans le petit lac.
Dans un pays étranger:	--Il est interdit de prendre de l'eau? --Oui, c'est dangereux. --Non, allez-y! (Vas-y!) --Où est-ce qu'on peut changer d'argent? --Là-bas, dans la banque, au coin.
Dans une colonie de vacances:	--Il est interdit de faire une promenade dans la forêt? --Oui, c'est dangereux. --Non, allez-y! (Vas-y!) --Où est-ce qu'on peut dormir? --Là-bas, dans la petite tente.

Topic: **Weather.1**

Quality Core Curriculum Function: **Function E**

Demonstrates, in oral or written form, some spontaneity and creative language use in response to an oral or written question or situation or a visual

Activity Objective

Students respond realistically to basic questions using topical vocabulary about the weather; they may manipulate memorized material to fit various situations.

Language Needed

A. Content: weather expressions; numbers 0-100; geographical expressions (e.g., north of, south of, on the coast, etc.); days of the week, today, tomorrow, recognition of selected activities (see Part B on handout)

B. Linguistic forms: weather expressions; present and future tenses

Specific Skills Addressed: Listening, reading, writing

Suggested Time Frame: 30 minutes

Materials Needed

Weather maps (Handout A found in Illustrations Packet, labeled "Weather.1"); activities handouts (B)

Procedures

1. Review weather expressions with students, using pictures, props, previously learned weather symbols, etc.

2. Distribute Handout A (Illustrations Packet) or place it on a previously prepared overhead transparency and explains to students that these are weather predictions from a newspaper. Handout A may be used as a reading or listening activity. To familiarize students with the maps, ask a few weather-related questions such as

> Quel temps fait-il aujourd'hui à Nantes?
> Quelle est la température à Lille aujourd'hui?
> Quelle va être la température demain à Bordeaux?

3. Distribute Handout B and have students complete as directed, according to the information found on weather maps from Handout A.

Evaluation Methods

After students complete the activities provided on Handout B, use similar techniques to evaluate students formally. With slight changes in the information presented, this activity may be used for further practice or for formal evaluation, as desired.

Springboard Activities

1. Have student pairs create their own weather maps by drawing symbols or placing cutout symbols on blank maps. Ask Student A in each pair to give oral weather statements about his or her map, which Student B draws or represents by placing cutout symbols on his or her blank map. Let students reverse roles and repeat. As a follow-up evaluation, give oral statements about the weather while students draw symbols on a blank map, which may be turned in for a grade.

2. Assign or allow students to select a city or region for which a weather map can be found. Have students research that city or region and write a plan of a day's activities, based on what there is to do in that place and the weather predicted. Example:

> Il pleut à Paris. Le matin je vais passer 3 heures au Louvre. Puis, je vais prendre le métro pour aller au Beaubourg. Je vais déjeuner au restaurant dans le Centre Pompidou, et puis je vais passer l'après-midi ici, parce qu'il y a beaucoup d'expositions intéressantes.

Note that the handout of weather maps is found in the Illustrations Packet.

Handout B (3 pages)

La Météo

A. Quelle est la température?

Fahrenheit = Celsius x 9/5 + 32

(20 degrés C x 9 = 180; 180/5 = 36 36+ 32 = 68 degrés Fahrenheit)

	Paris	Brest	Bordeaux	Marseille
aujourd'hui	C = F =	C = F =	C = F =	C= F=
jeudi	C = F =	C = F =	C = F =	C = F =
vendredi	C = F =	C = F =	C = F =	C = F =

B. Selon les cartes, écrivez VRAI ou FAUX devant chaque phrase.

__________1. Aujourd'hui il fait du soleil au sud de la France.

__________2. Cette semaine il fait froid en France.

__________3. Jeudi il va faire mauvais sur la Côte d'Azur.

__________4. Vendredi il va pleuvoir beaucoup à l'est.

__________5. C'est une bonne idée d'aller à la piscine aujourd'hui.

__________6. Il faut un parapluie aujourd'hui.

__________7. Vendredi on va faire un pique-nique près de Dijon.

__________8. Jeudi il va faire beau au sud-ouest de la France.

Handout B (continued)

C. Regardez les cartes de météo et choisissez le meilleur jour (jeudi, vendredi, aujourd'hui) pour faire les activités suivantes. Ecrivez le jour à gauche de chaque activité.

1. Vous étudiez à l'université de Toulouse.
   ________________ faire les devoirs
   ________________ aller au cinéma
   ________________ jouer au tennis

2. Vous êtes en vacances à Nice.
   ________________ aller à la plage
   ________________ faire une promenade à bicyclette.
   ________________ visiter le musée Chagall

3. Vous rendez visite à votre grand-mère qui habite près de Brest.
   ________________ aller au concert à l'église
   ________________ regarder la télé
   ________________ aller au parc pour admirer les fleurs

4. Vous passez la semaine avec vos parents à Strasbourg.
   ________________ faire un pique-nique au bord du fleuve
   ________________ faire un tour de la ville en autobus
   ________________ aller au musée

5. Vous êtes à Paris avec des amis.
   ________________ passer l'après-midi à la terrasse d'un café
   ________________ visiter le Louvre
   ________________ prendre le train pour Reims pour l'après-midi.

Handout B (continued)

D. Répondez aux questions suivantes selon les cartes de météo.

1. Où est-ce que j'habite? Aujourd'hui, il est nuageux; jeudi il fait du soleil. Vendredi, il pleut, mais il fait 25 degrés C. Où est-ce que j'habite?

____

2. Qu'est-ce qui revient timidement au centre de la France aujourd'hui?

____

3. C'est probablement quelle saison? ____________________

4. Copiez chaque symbole dans la boîte et écrivez une phrase pour le symbole.

☐ ____

☐ ____

☐ ____

☐ ____

Topic: **Weather.2**

Quality Core Curriculum Function: **Function A**

Understands and produces memorized sequences in oral and written form

Activity Objective

Students respond to basic questions about weather and respond to cues for weather.

Language Needed

A. Content: basic and supplemented weather vocabulary (authentic weather vocabulary included below); clothing vocabulary

B. Linguistic Forms: present tense verbs for weather

Specific Skills Addressed: Listening, speaking, reading

Suggested Time Frame: 30 minutes

Materials Needed

Transparency of weather vocabulary and symbols (provided in Illustrations Packet); cutouts of weather symbols; map; student activity handout (provided)

Procedures

1. Give a simple weather report, using familiar and new vocabulary, making sure, by extensive use of props, visuals and dramatizations, that students understand the vocabulary.

2. Reinforce new vocabulary words and expressions and relate them to the weather symbols, referring to the transparency made from the illustration. For efficient student learning, the teacher helps students associate new words with known vocabulary, as in the following examples.

ensoleillé - le soleil
nuageux - le nuage

3. Have students repeat new words with correct pronunciation, first while looking at the words on the transparency and then when referring only to the weather symbol.

4. With the transparency in view for possible referral, make a weather statement and have a volunteer student select the cutout symbol and place it on the map. Repeat several times to practice all symbols, perhaps letting students read the statements as well.

5. After reminding students to read for key words, distribute the student activity handout. With the transparency still in view, ask students to read and draw the appropriate weather symbols in the space provided next to each forecast.

Evaluation Methods

Have student pairs compare their responses and ask for teacher explanation, if necessary. For more formal evaluation, read these same (in random order) or similar short forecasts and have students draw the appropriate symbol for each. Allow students to refer to the weather symbol transparency but not the the student activity handout.

Transparency (symbols and vocabulary)

See original in the Illustrations Packet.

sunny	ensoleillé
clearings	éclaircies
not too cloudy	peu nuageux
cloudy	nuageux
very cloudy	très nuageux; couvert
snow	neige
showers	averses
storms	orages
mists, haze	brumes
fogs	brouillards
rain	pluie
ice	verglas

Student Handout

Read the weather report and draw the appropriate weather symbol.

1. __________ Aujourd'hui, pluie sur toute la France. Mettez un imperméable et n'oubliez pas le parapluie.

2. __________ L'éte' est bien là! Ensoleillé avec une grande chaleur. Allez à la plage!

3. __________ Froid et neige au nord de la France. Mettez un manteau bien chaud, des gants, et un chapeau en laine!

4. __________ Attention aux orages! Il sont bien dangereux si vous êtes dehors. Restez chez vous.

5. __________ Le temps est très nuageux ce matin. Choisissez un bon livre pour l'après-midi.

6. __________ Pendant la matinée, brumes et brouillards au sud de la France. Conduisez prudemment!

7. __________ La température baisse ce soir. Possibilité de verglas sur les routes. Roulez avec prudence!

8. __________ Des éclaircies pour le weekend. L'après-midi sera peu nuageux. Bonnes promenades!

9. __________ La météo announce pour demain: <<Nuages sur toute la France>>.

10. __________ Les Français sortent leur parapluie. Averses pendant toute la journée.

RESOURCE GUIDE - FRENCH I
SELECTED BIBLIOGRAPHY

The following bibliography was taken from the ACTFL Selected Listing of Instructional Materials for Elementary and Secondary School Programs, developed by the American Council on the Teaching of Foreign Languages under a grant from the U.S. Department of Education. The descriptions of certain materials represent the opinions of the volunteers selected by ACTFL to review the materials. USE ACCENT PRINTER TO PRINT.

COMPUTER SOFTWARE

BATAILLE DE MOTS (for Apple, IBM, Commodore 64)
Gessler Publishing, 1987
Two diskettes: program disk and data disk; user's manual

An exciting program that drills vocabulary associated with school, food, sports, travel, daily life and occupations. The five-part edition includes a word display that provides the meanings in English for verbs, nouns and adjectives for each of the six topics. An Editor Mode permits the teacher to add more words to the game.

CORRECT BEHAVIOR, THE FRENCH WAY
Charlotte Fouati and Jared N. Sorenson
Langenscheidt Publishers Inc., 1987

This program provides 28 different social blunders and multiple choice answers on how to avoid them. The social situations are culturally accurate and common. Interesting and useful feedback is provided after each answer.

FRENCH FACTS FOR FUN AND PRACTICE (for Apple)
D.C. Heath and Company, 1988
One two-sided disk

Designed to review and expand students' awareness and knowledge of French culture. Adjusts to varying learning styles and tempos as students play as a "novice," "specialist" or "expert." Points are awarded as the timer clicks away. Drills on daily life, geography, places, monuments, history and accomplishments, the French-speaking world and French-American relationships. Adaptable to any level of instruction.

LE FRANÇAIS PAR ORDINATEUR: En Vacances
Arlene Krane, Philip Orenstein, et al.
D.C. Heath and Company, 1984

Students are able to "go on a vacation" using the computer as they seek out French-speaking countries such as Morocco, Martinique, Quebec and Switzerland. Various customs are presented as well as weather expressions and clothing.

LE FRANC,AIS PAR ORDINATEUR: En Ville
Arlene Krane, Philip Orenstein, et al.
D.C. Heath and Company, 1984

Provides a tour of a French city in which students make purchases and answer questions about the many shops and stores. The final drill requires "driving" a car around the city: turning, stopping and advancing as commands are given in French.

LET'S PRACTICE FRENCH (for Apple)
W. Frank McArthur and Robert A. Quinn
EMC Publishing, 1986
Three disks, program guide

The 1,000 most frequently used words in French are used in drills, focusing on cognates, verbs, numbers, expressions of time, and vocabulary of home, school and travel. An excellent supplement for Level I French. Simulations, drill-and-practice and tutorial are used throughout.

QUELLE HEURE EST-IL? (for Apple)
Thierry Bouret, et al.
XXIst Century Software, 1987

A graphic representation of a large clock is presented as students have the option of choosing easy, medium or difficult lessons on telling time. Up to 50 separate presentations can be made for each lesson. The student is allowed two attempts to respond correctly.

UN REPAS FRANÇAIS
Arlene Krane, Philip Orenstein, et al.
D. C. Heath and Company, 1984

A highly motivating program that provides students with an opportunity to learn the names of many common French foods and to select the proper answer in various drill situations. Students "shop" in the market for fruits and vegetables.

TIC-TAC-SHOW - Levels I and Ii (for Apple or IBM)
Geff Zawalkow, Peter Rowe, et al.
McGraw Hill Book Co., 1986
Designed solely to provide students with a familiar, highly motivating and educationally sound drill and practice format. Provides a moderator who asks questions of students who play against each other. A large tic-tac-toe grid with numbers provides choices to win. The teacher may create additional exercises using material from a current text or supplementary materials. Highly entertaining and fast-paced. Excellent for an overhead projection system that will allow entire class to play in teams.

GAMES/SIMULATIONS

1000 PICTURES FOR TEACHERS TO COPY
Andrew Wright
Addison Wesley Publishing Company, 1984. 128 pages.
Unreviewed.

A DECROCHER LA MACHOIRE - French Tongue Twisters
World Press, Ltd., no date
A collection of activities using proverbs that make good learning material for games and various activities for the development of speaking skills. Appropriate for grades six through 12.

FACE A FACE - Pair Work in French
Michael Whalley
Mary Glasgow Publications, Ltd., 1984
Teacher's guide, role-playing cards
Functional-notional approach is used. Presents a variety of role-play situations that are culturally accurate. Begins with the simple and progresses to more difficult. Pairing and different degrees of difficulty allow for maximum use of language and individualization. Can be used as an initial step toward communication in the language since it provides basic vocabulary and structures and also allows for personalization of activities after the initial phase. Designed for middle and high school students.

LANGUAGE VISUALS - A Teacher's Guide in English, Spanish, German, French and Italian
National Textbook Company, 1979
60 cards, carrying case, teacher's manual

Large cardboard visuals with manual that suggests pedagogical activities for each, ranging from basic vocabulary questions to individualized ones. Most visuals are in color. For any audience.

SIGNPOSTS - FRENCH
Edith Baer and Margaret Wightman
Cambridge University Press, 1987. Sixth edition. 104 pages.

Pictures of different types of signs found in France followed by explanations in English of each sign, which provide a very useful cultural addition to the foreign language classroom.

SOIS ARITISTE: FA-1 La Table; FA-2 La Figure; FA-3 La Maison
World Press, Ltd., no date
Key, set of 25 copies

Well-presented and designed to develop reading skills, since drawing depends on ability to read directions. The game requires active participation on the part of the learner, and the level of interest and motivation is high. Highly recommended for grades kindergarten through grade 12 and college students.

MAGAZINE/PERIODICAL

CLE
Publisher: CLE International

In magazine format produced quarterly, it contains illustrated topical articles of varied length on French life and the Francophone world, as well as some games. Vocabulary words are given for familiar or slang words contained in the French explanations. Language is authentic, and the level of interest is aimed at adolescents. A pedagogical guide accompanies 10 copies.

POSTER

COLOR CODE FRENCH - An Innovative Approach to Teaching Subject-Verb Agreement by Color Association
Pam Kaatz
Gessler Publishing Co.
13 visuals, pronoun cards

Unreviewed.

READER

BULLETINS: PREMIER NIVEAU - Sight Readings in French
Sidney Pellissier and William Flint Smith
Newbury House Publishers, 1985. 163 pages.

Emphasizes sight reading using authentic passages averaging 155 words in length. Prereading and postreading activities are interesting and well-done. Overall, a very useful supplementary tool for high school or older beginners.

RONALD McDONALD DIT - Tout le Monde Connaît
Robert J. Headrick Jr.
ACTFL Materials Center. 20 pages.

Unreviewed.

TEACHER MANUAL

CARTES SUR TABLE - Books 1 and 2
Rene Richterich and Brigette Suter
Hachette Publishing Co, no date
Guides d'utilisation, exercises complementaires

Layout, especially the thought- and conversation-provoking illustrations, is excellent. Sections are color-coded for easy reference. At times, attempts to incorporate aspects of Francophone culture other than that of France, but not often enough. No mention of the Louisiana or Caribbean French cultures. Best utilized by a highly proficient teacher in a small group environment that allows for frequent oral participation of students. Also good for older, adolescent beginners.

VIDEOCASSETTES

FRANCE FROM WITHIN
Bernard Petit
Heinle & Heinle, 1987. First edition.
Tapescript, student study script

Used as good support for all sorts of activities prepared by the teacher. Provides authentic cultural material and is presented in a natural way by native speakers who express themselves spontaneously. Provides a much better communicative approach than most currently available audio-visuals. Can be used at all levels.

FRENCH CONNECTIONS
Josephine Hayes Dean and Elizabeth Rich
Josephine Dean Productions, 1988

An authentic and appealing film of students visiting Canada. It presents language learning as a positive experience. Recommended for high school students.

FRENCH SPEAKING SWITZERLAND
Teacher's Discovery, 1987. First edition.

Unreviewed.

LA MAREE ET SES SECRETS
BBC, Films Incorporated, 1985

Contains good cultural material. The plots are interesting, exposing students to daily life and language of ordinary people. Excellent pictures, colors, sound, good variety of speaking voices and other sounds. A short summary introduces each episode. Designed for middle or high school students of average ability.

OUR NEW PARIS VIDEO
Teacher's Discovery

Unreviewed.

PARIS TODAY - Fashion
Teacher's Discovery

Contains authentic visuals that are current and representative of the topic. All commentary is in English.

THE "ÇA ME PLAÎT" VIDEO
Teacher's Discovery

A listening program comprising clips from old films. Humor is the key. Contains well-designed activities, but the scope is limited. For grades seven through 12.

THE FRENCH WAY
Bernard Petit
Heinle & Heinle, 1986

Provides a systematic introduction to the way people in France, Quebec and Montreal speak about everyday topics. Material is in segments, beginning with how one identifies oneself and progresses to fairly complex interchanges. A brief introduction to each segment, in English, is provided. Cultural notes and brief explanations point out gestures used. All segments are taped on location. An excellent supplementary source of information for all levels of instruction, from middle school through college.

WORKBOOKS

ACTIVITES ECRITES - 1
Françoise Dangon, Jeanne Roques-Brière, et al.
Hatier Publishing, no date.

A set of easy exercises that derive from reading or guessing games. Exercises can be completed in single words, lists, short expressions or simple sentences. The topics cover daily student life and activities. Exercises focus on the development of vocabulary and simple structural practice but are contextualized and engage students' understanding, often making demands on cognitive ability. All in French. Recommended for novice students in grades five through eight.

ACTIVITES ECRITES - 2
Françoise Dangon, Jeanne Roques-Brière, et al.
Hatier Publishing, no date

A set of writing activities that are functional and contextualized. The result is a task, progressively organized, often derived from a reading activity. Exercises vary from list of words and expressions to sentences or short paragraphs. All rely on students' understanding, and many include solving problems and making decisions. They are communicative and pertain to simple written communication of daily life. All in French. Appropriate for students in grades seven through 10 and suited to low-intermediate writers.

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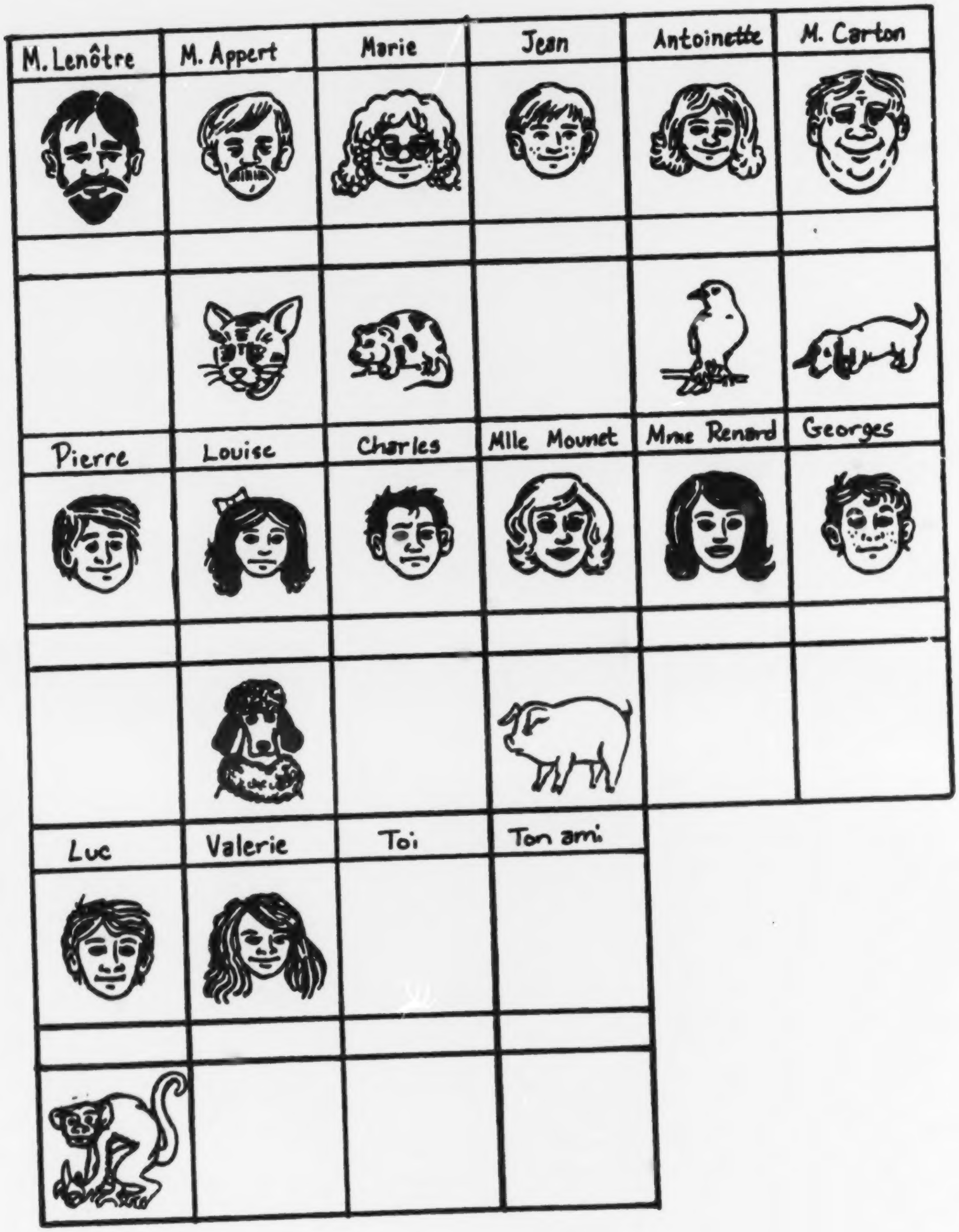
Illustrations Packet

to accompany the

French I Resource Guide

Division of Curriculum & Instruction
Georgia Department of Education
Atlanta, Georgia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Antoinette
M. Carton
Pierre
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Toi
Ton ami

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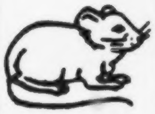			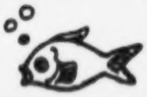		
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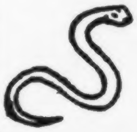		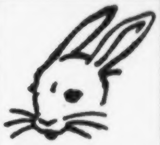		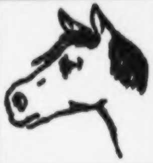	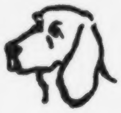
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	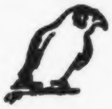				

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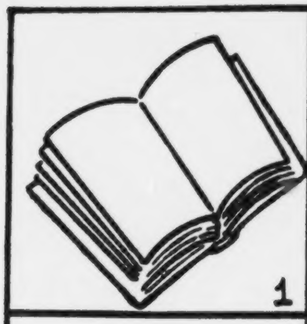
Classroom Objects.2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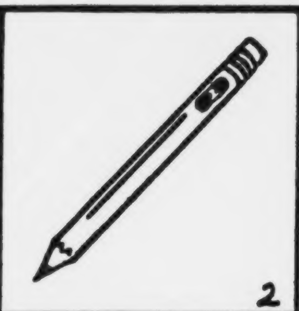
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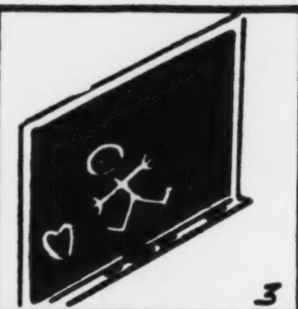
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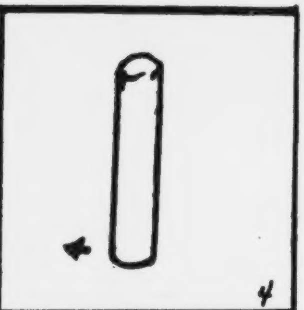
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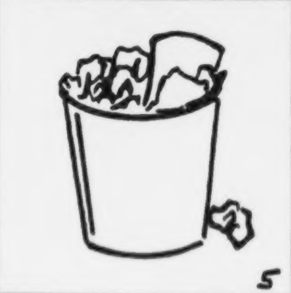
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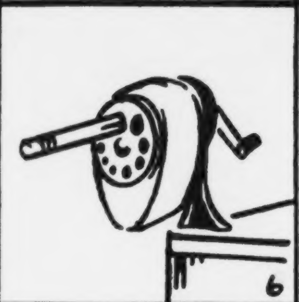
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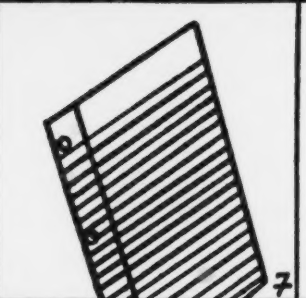
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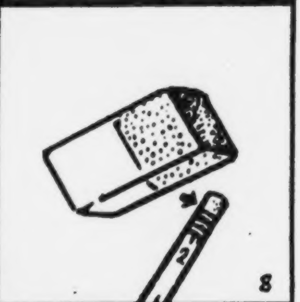
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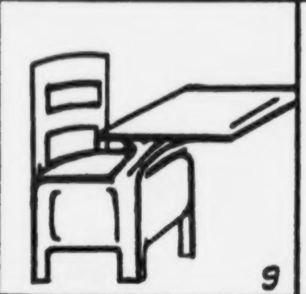
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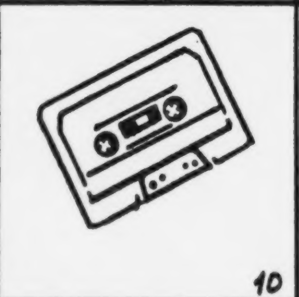
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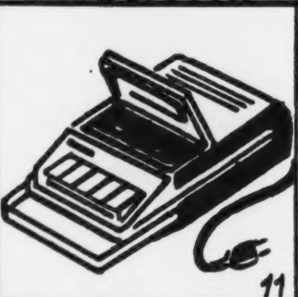
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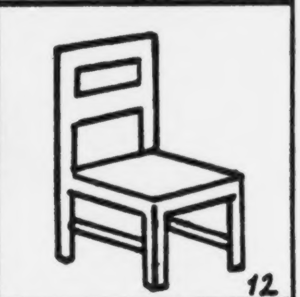
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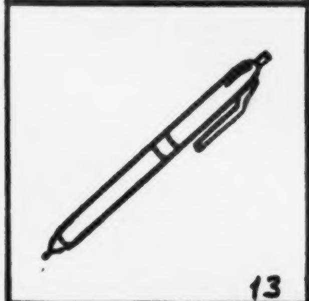
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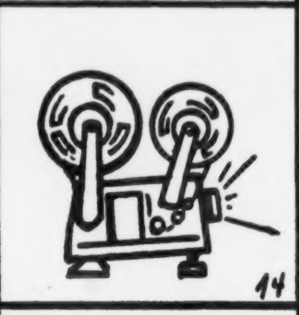
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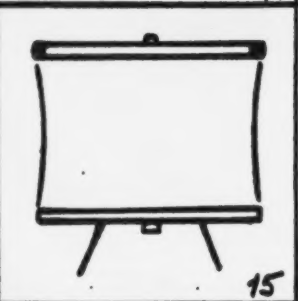
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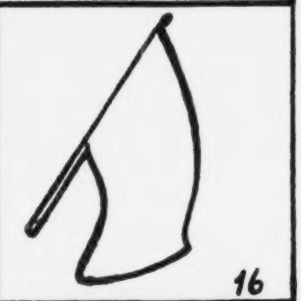
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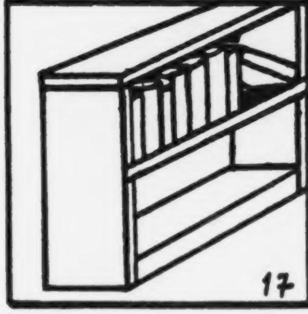
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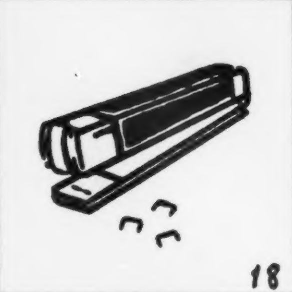
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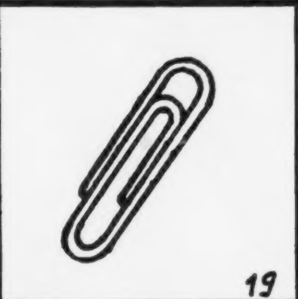
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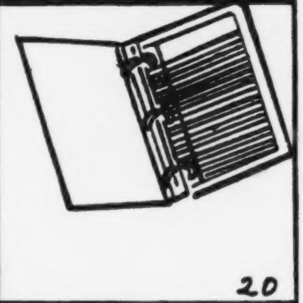
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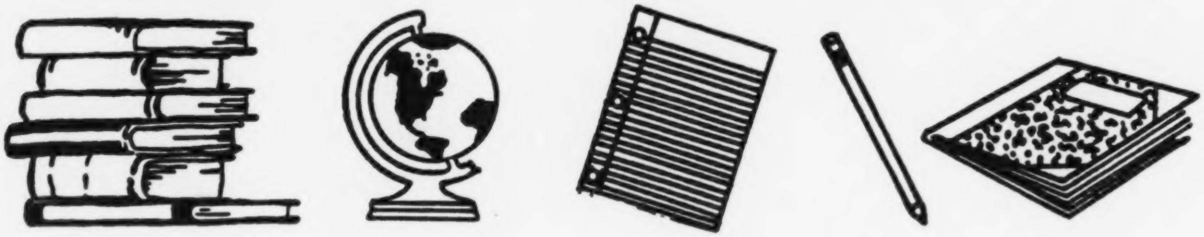
Horaire personnel de LENOIR, Henri

	lundi	mardi	mercredi	jeudi	vendredi	samedi
8h	philosophie	espagnol	philosophie	philosophie	laboratoire de chimie	espagnol
9h15	maths	chimie	maths	maths	laboratoire de chimie	chimie
10h30	anglais	anglais	anglais	anglais	études à la bibliothèque	anglais
11h45	français	français	études	économie	français	économie
1h	déjeuner					
3h20	éducation physique	histoire		histoire	éducation physique	
4h40	bibliothèque	maths		études	maths	
6h15	études	études		études	jogging	



lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1991

JANVIER

L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FÉVRIER

L	M	M	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	15	17
18	19	20	21	22	23	24
25	26	27	28			

MARS

L	M	M	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AVRIL

L	M	M	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAI

L	M	M	J	V	S	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUIN

L	M	M	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JUILLET

L	M	M	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AOUT

L	M	M	J	V	S	D
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBRE

L	M	M	J	V	S	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBRE

L	M	M	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBRE

L	M	M	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DÉCEMBRE

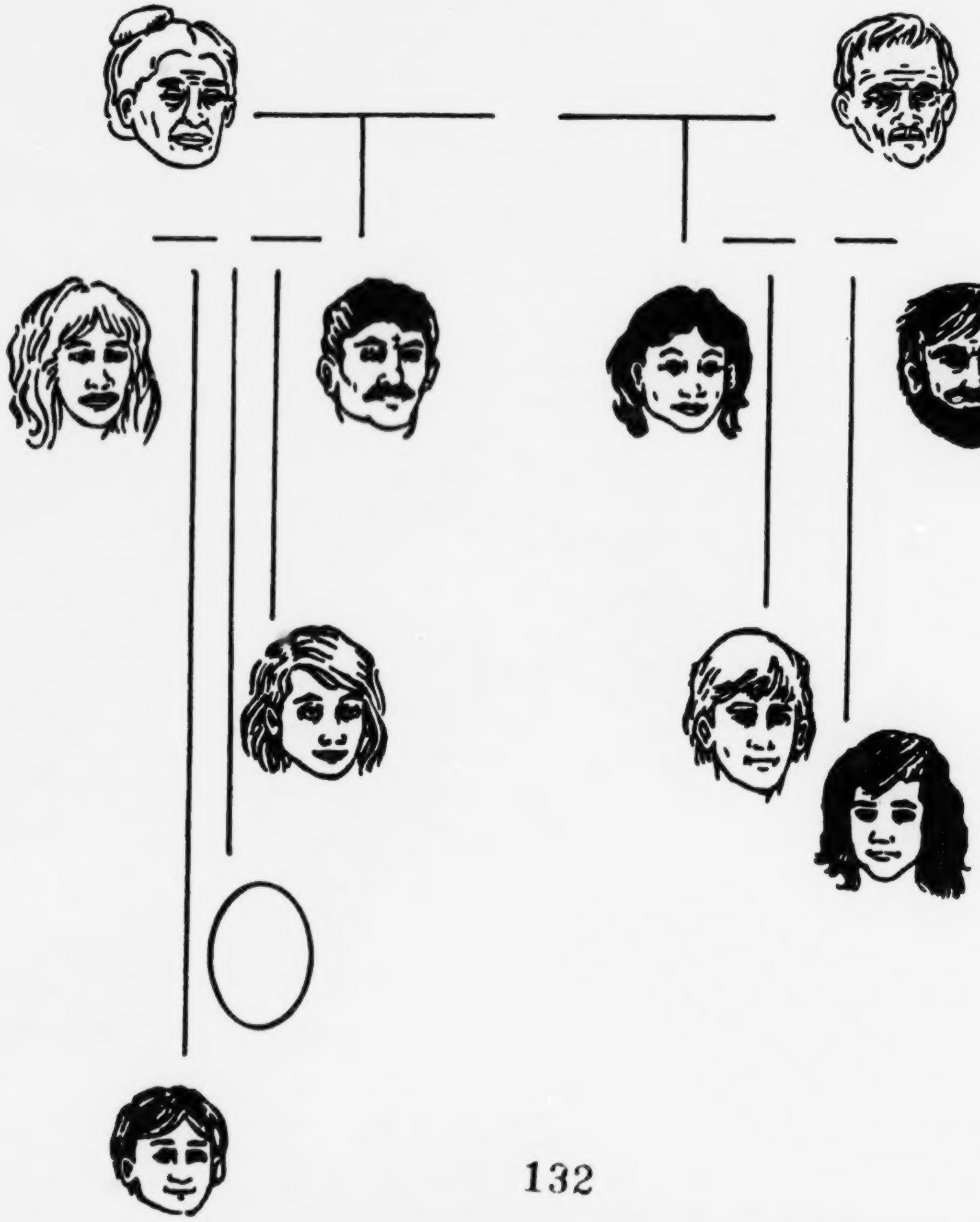
L	M	M	J	V	S	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

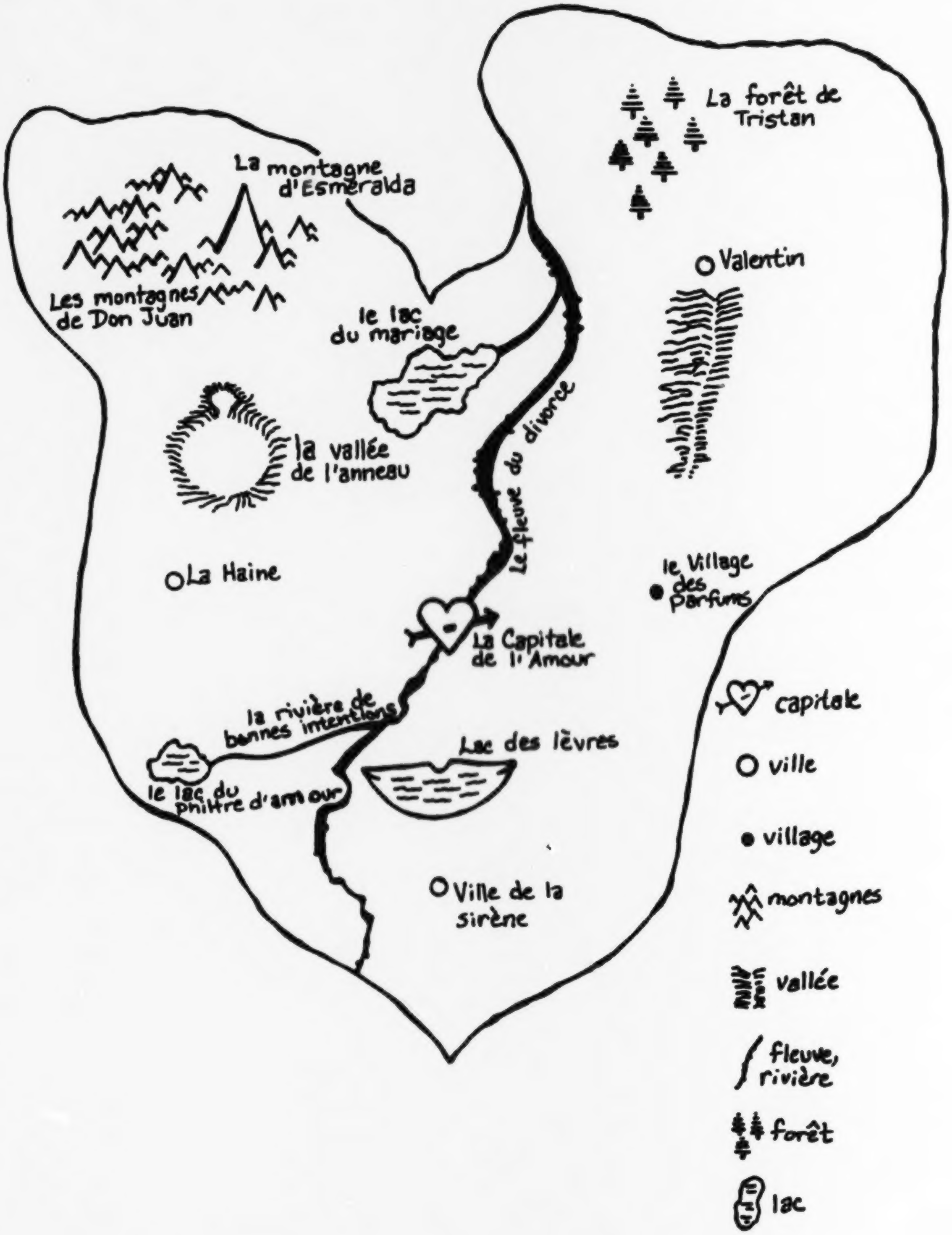
Handout A

You are going to live with a French family for one month this summer. Your French friend has sent you a tape recording describing his family to you.

Listen to the tape and fill in the family tree below with the names of the family members. These French prénoms are listed below in alphabetical order to help you with the spelling.

Benoît Gilbert Hélène Henri Louise Michel (Michelle)
Monique Paul Pauline Serge Thérèse





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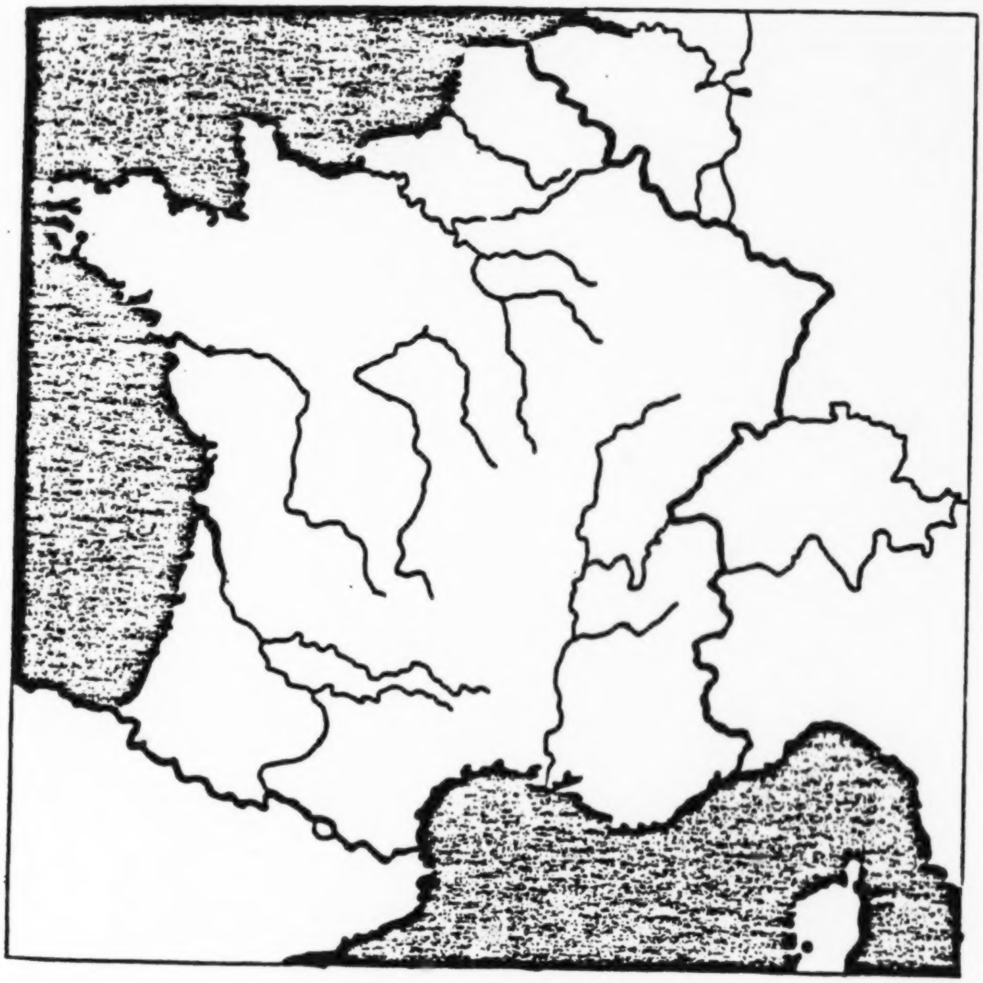
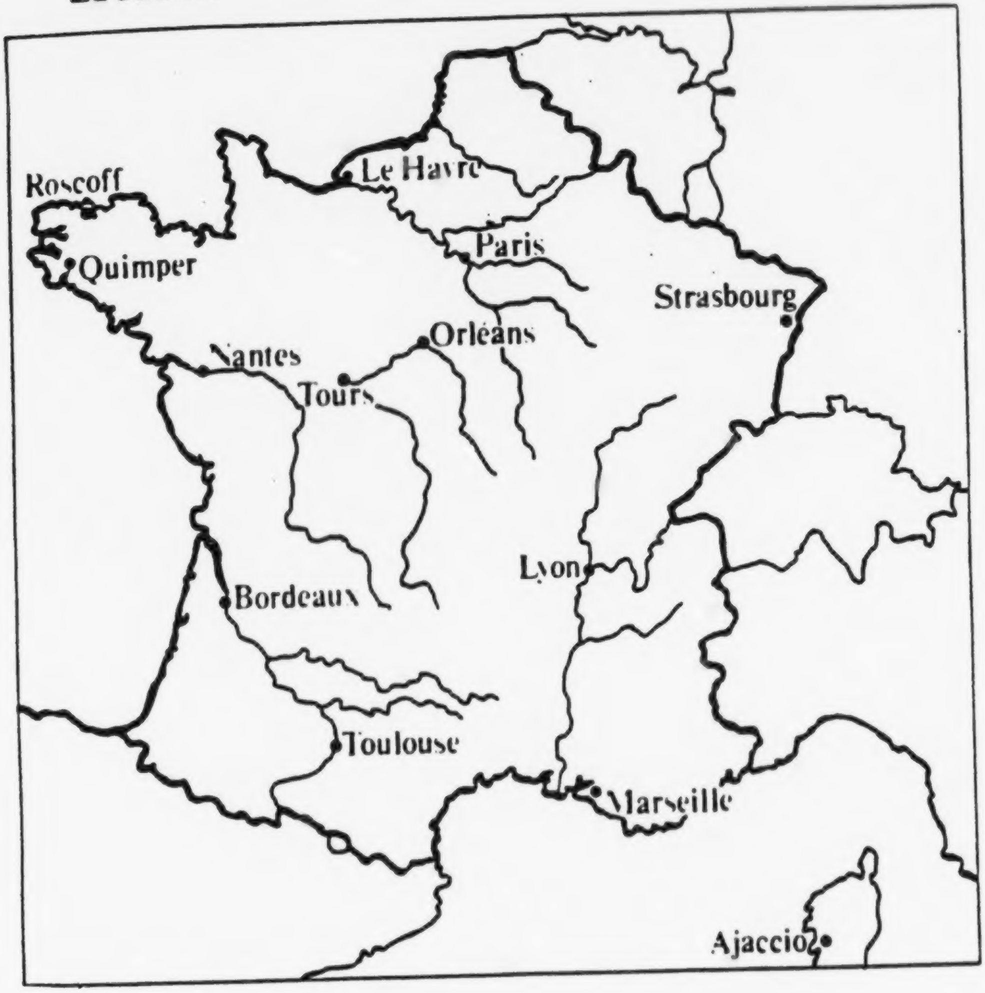
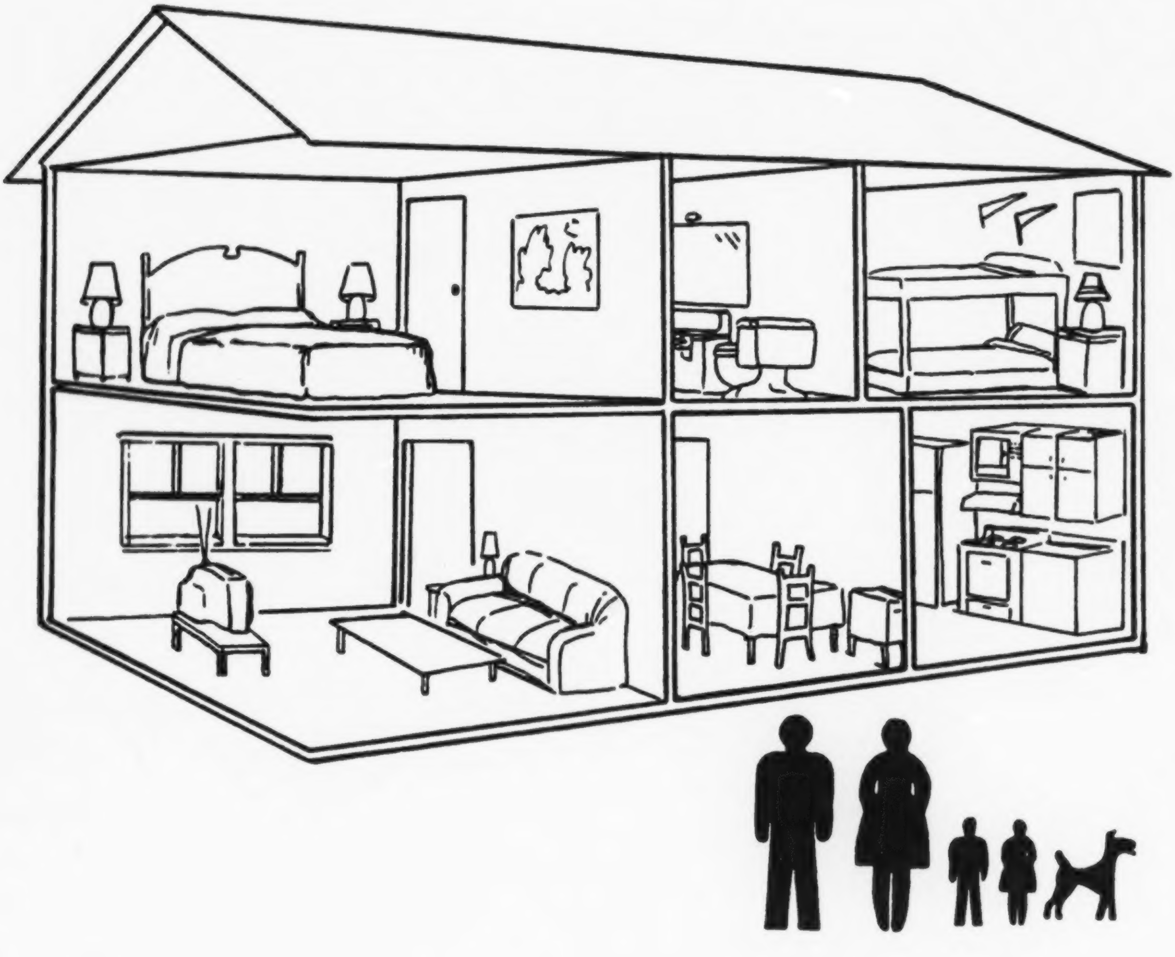
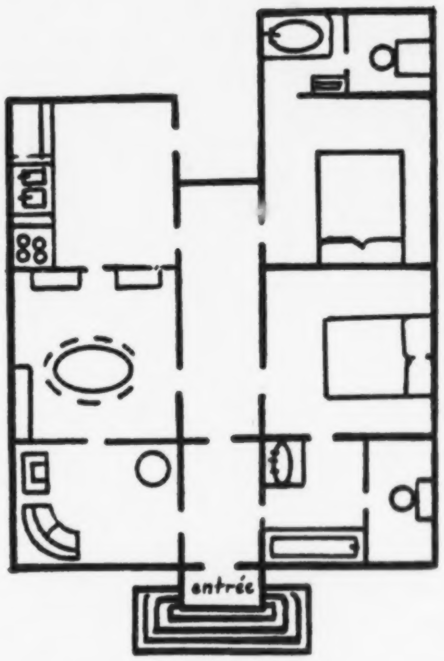
La France



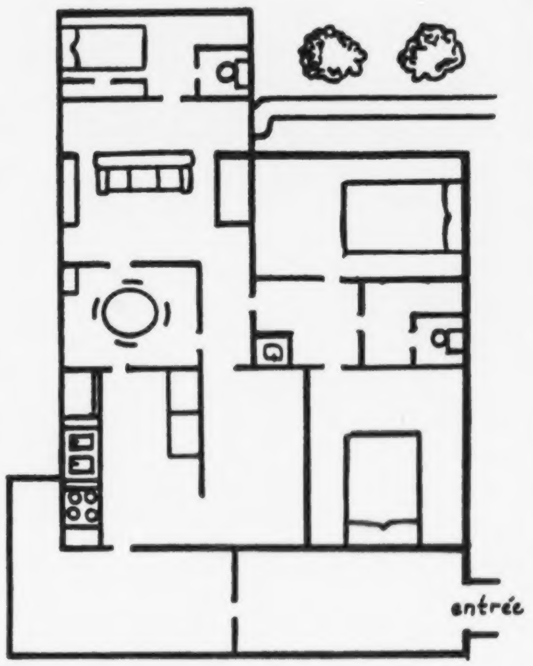
La France


Roscoff
Quimper
Le Havre
Paris
Strasbourg
Orléans
Nantes
Tours
Lyon
Bordeaux
Toulouse
Marseille
Ajaccio

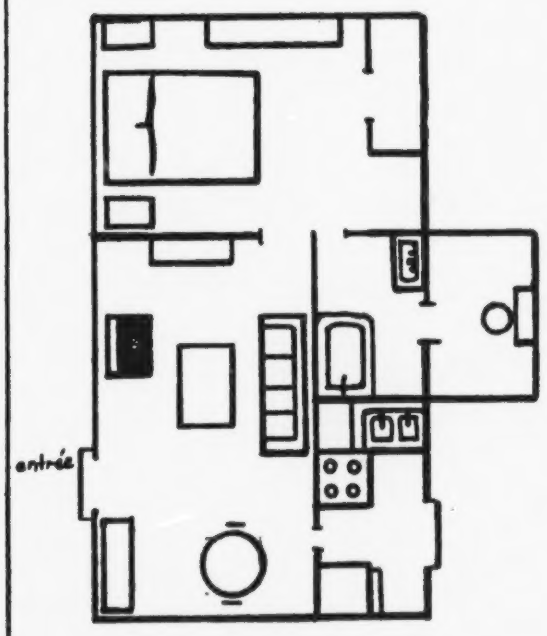




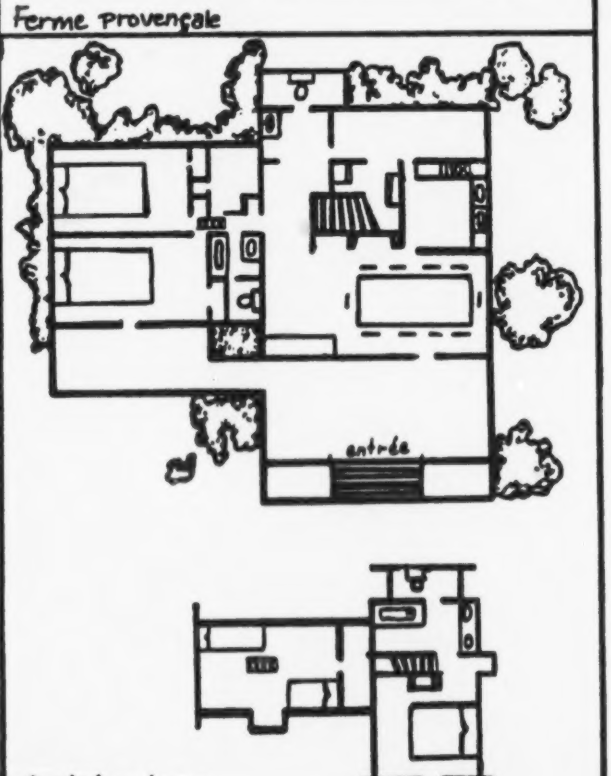
Château Louis



Ferme provençale



appartement parisien



chalet suisse

HANDOUT FOR ROOMS OF THE HOUSE.2. SpringBoard

VENTES

APPARTEMENTS

Rue Saint-Maur
beau 2p., cuis., s. de bains
2e étage sur rue
195.000F; crédit;
43.11.14.34

OBERKAMPF 2 PCES
entrée, cuis., cab. de toil.
220.000 F
T. 48.05.68.17

Près DAUMESNIL
grand 2 P., cuis., wc,
bains 1er étage, clair
135.000 F, crédit
43.75.05.52

M. SIMPLON
Beau 2 p., 45 m²,
tt cft, asc.
Prix 450.000 F
Tél. 42.98.54.35

Mme Riquet
Rare 2 P.
refait neuf, ensoleillé
165.000 F
Tél. 84.47.81.10

GARCHES (92)
Pptaire vd appt 3 pces
rez-de-chaussée
T. 42.32.36.69

LEVALLOIS
Part. vd imm. rénové
2 P. meublées
7, rue du Val du Marne

A VENDRE
Appartements de 4 pièces
+ terrasse
Habitables immédiatement
Frais de notaire gratuits
offre valable
jusqu'au 31-07-91
Renseign. et visite sur place
TEL. 30.57.59.33

Avec chauff. cent., individuel, 3.750 F/mois.
Devenez pptaire d'un
appt 3 chbres, séj. double,
cuis., w.c., foyer, 3 étages.
S'ADRESSER:
Livry-Garnon
43.30.30.17

PROX. PARIS
dans bon imm. appt. 1P.,
cuis., w.c., + combles
aménageables, balcon, en
s/sol cave
Px 165.000 F
ECI, T. 48.55.82.07

PROX. METRO
Agréable studio, cuis.
entièr. équipée, w.c. s-bns
séparés, belle décoration,
interphone; ch. invid.,
gar., jard.
43.04.33.79

NANTERRE MAIRIE
beau pav. 5 p., cuis., bains,
séj., salle à manger sép.,
tt confort, calme
Rue de Bagnolet
libre le 15 juin
3.200 F/mois environ
43.56.62.19

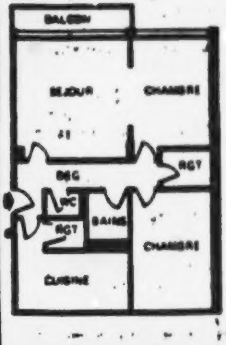
ILE ST-DENIS
Imm. rec. 3 p., bs/douche,
wc, balcon, park., cave,
salon immense, cheminée
Px: 800.000F
68.56.18.22

LOCATIONS

AV. DE CLICHY
Part. loue studio 55 m²
Imm. neuf, 2.450 F TTC
43.03.44.45

SEINE-ET-LOIRE
Maison anc., 5 pces, cuis.,
w.c., garage, atelier,
grenier, potag., s/sol total.
42.66.55.18

Rooms of the House.2
(Springboard Activity)



AVON - FONTAINEBLEAU (77)

45 minutes de la gare Paris-Lyon

PROPRIÉTAIRE VEND

2-3-4-5 PIÈCES

Tout confort. Ascenseur. Chauffage central

Exemple : 3 pces, 250.000 F

CRÉDIT 100 % POSSIBLE

Visite sur place :
27, av. du Gén.-de-Gaulle, AVON.
Tous les jours de 10 h à 18 h
sauf dimanche et lundi.

TÉL. BNCIC 60.72.15.00

VENTES

APPARTEMENTS

PARIS

11e arrondt

RUE SAINT-MAUR
beau 2 p., cuis., s. de bains
2e étage, sur rue
[illegible].000 F; crédit. 43.70.04.84

OBERKAMPF 2 PCES
entrée, cuis., cab. de toil.,
250.000 - T. 48.05.56.70

12e arrondt

PRÈS DAUMESNIL
grand 2 P., cuis., wc, bains
1er étage, clair
528.000 F. crédit 43.70.04.84

18e arrondt

Mo SIMPLON
Beau 2 pces, 45 m², tt cft
asc., v.o. Prix 480 000 F
SECOBERT. Tél 42.97.45.83

19e arrondt

Mo RIQUET. RARE 2 P
refait neuf, exceptité
[illegible] 000 F Tél 48 24 18 10

BANLIEUE

92 Hauts-de-Seine

GARCHES (92)
PART. vd appt 3 PCES
Rez-de-chaussée
Tél. : 42.23.35.55

LEVALLOIS
Pptaire vd dans imm. rénové
2 P. OCCUPÉES. 47.58.12.21

MONTROUGE centre 2 P.
30 m² tt confort, calme
315.000 F T. 46.56.15.17

93 Seine-Saint-Denis

EPINAY S/SEINE
A VENDRE
Appartements de 4 pièces
+ terrasses
Habitables immédiatement
PAP + APL possibles
Frais de notaire gratuits/,
offre valable
jusqu'au 31-07-87.
Renseign. et visite sur place
LA MAISON DU G.SCIC
Tél. 30.57.95.22

Avec chauff. cent. individuel
2.750 F/mois, devenez pptaire
d'un appt 3 chbres, séj. dble
s. d'eau, cuis., w-c, petit imm.
4 étages à LIVRY-GARGAN (93)
S'adresser LENOBLE 83 Cond.-Nordling LIVRY-GARGAN
Tél. : 43.30.52.63.

PANTIN PROX PARIS
dans bon imm. appt 1 P., cuis.,
w.-c., dche + combles aménageables (possib. duplex). Px
165.000 F av. 20.000 F cpt
solde possible par crédit
LEMASSON CONSEIL 48.48.82.51

SPÉCIAL PETIT PX
Prox. Mo. Agréable studio, cuis.,
w.-c., s. eau, cave, ch. indiv.
155.000 F poss. av. 20.000 +
1.880 F p. mois en créd. 100 %
LEMASSON CONSEIL 48.48.82.51

SAINT-OUEN
STUDIO entièrement rénové
IDÉAL placement ou petit
budget. Prix 115.000 F
J.L. 47.65.29.75

PARC LA VILLETTE
(près) récent standing
studio cuisine bains
280.000 F. Tél 47.66.21 10

St-Denis imm. ancien, Standing
av. interphone F3, [illegible] m², s.-bns
w.-c. séparés, belle décoration
435.000 F Tél 48 29 46 48

Aubervilliers F2 cuis., s. d'eau
w.-c. dans imm. rénové, inter.
extér. 197.000 F poss. créd. tot.
soit 1.800 F/mois 48 29 46 48

Ile St-Denis imm. récl 3 p. s.
bs. wc. balcon, park. en s/sol
cave 430 000 F 42 23 08 09

St-Ouen studio cuis. s/sol
sanitaires à install 100 000 F
IMO GROUP 42 23 08 09

CENTRE CLICHY 2 p. s. de
bains rénové 225 000 ou
2.250 mensuels Tél 42 98 12 08

LA PLAINE ST-DENIS 2 pces tt
cft imm. pierre t 210 000 F
ou 2 200 mens Tél 42 98 12 08

Clichy-s-B. Appt 3 p. cuis. w.-c. [illegible] F soit 1.800 F [illegible] IMO-GROUP Tél 43.85.01.85

MONTFERMEIL, vente appt 2 cft
3 p. 280.000 F soit 1.500 F/mois
IMO-GROUP. Tél. 43.85.01.85

95 Val-d'Oise

ENGHIEN
BORD DU LAC, particulier vd
APPT DUPLEX 70 m² + terrasse
privative 40 m², cuis. entièr.
équipée, immeuble gd standing
Visite sur place mercredi 24,
jeudi 25 de 13 h à 18 h
2, bd du Lac, ENGHIEN
ou tél. R.V. 48.20.98.82

DIVERS

A VENDRE
GUADELOUPE
A 27 km de l'aéroport, sur une
des plus belles plages de l'île,
face à la mer, dans jardin
tropical, GRAND STUDIO, 40 m²,
en rez-de-chaussée av. terrasse
Entièrement équipé, kitchenette,
climatiseur.
Possibilité logement pour
quatre personnes
Tél. 42.25.16.71 (heures bureau)

TOUTES RÉGIONS

Vends Nice Cimiez dans
petit immeuble plein
sud calme 3 pièces cuisine aménagée s. bains
s. d'eau cave garage ascenseur. T. 93.08.73.21
soirée

Part. vd mais. charentaise,
excel. état, tt cft, 10 p., ch. gaz,
beau jard., volière, puits, gar.
2 voit., banl. Angoulême, tt
comm. et transp. 45.68.32.52

Part. vd appt 3 p. tt cft
à SUPER-BESSE (Auvergne)
Ts comm. Au pied des pistes
du Sancy. Prix : 320.000 F.
Tél. : 16 (1) 34.69.26.92, soir

FERMETTES

SACRIFIÉ SOUS VALEUR
NOISY-LE-GRAND, RER Marne,
splendide 4 p., 70 m², cuis.
[illegible]
300.000 F, comptant 30.000 F
SCI - Tél. 43.03.06.06

MAISONS DE CAMPAGNE

POITOU - PROPRIÉTÉ
MAISON BOURGEOISE
5 p., entrée, palier + 2 p.,
réserve, grange, nombreux bâtiments d'exploitation, toitures
PRIX 145.000 F

TERRAIN 13.600 M²
Crédit 100 % possible
PROGECO II
5, bd du Verdun 86000
POITIERS. Tél (16) 49 41 22.82

MAISONS DE CAMPAGNE

60 km est Paris,
Vallée du Grand Morin.
A vendre, sur terrain 1950 m²
paysagé, maison comprenant :
entrée, grand séjour avec
cheminée, 3 chambres, 2 s.d.b.,
w.-c., cuis., placards, grenier,
chauff. central fuel
Prix : 800.000 F.
Tél. 43.72.10.90

NIÈVRE
PART. VD MAISON bon état
centre Cosne-sur-Loire
65 m², cuis., s. à m.,
2 chbres, courette,
mansarde, grenier sur
totalité aménageable
Près Loire. Px 150.000 F
Tél 48.60.59.33

URGENT à 30 mn de Paris, pav.
récent, beau 5 p. cuis. WC. bain
s/sol gar. jard., 440.000 F
T. 46.91.72.30

St-Denis pavill. 3 p.cuis.
dche wc chff. à installer
s/sol 410.000 F - 42.23.08.09.

St-Denis. Pavill. à rénover
5 p.c. bs wc gar. s/sol total
480.000 F 42.23.08.09

PROPRIÉTÉS

GAILLON (27), part. vd mais. 5 p.
45' tunnel St-Cloud, cuis. équip.
Salle-à-manger, salon 32 m²
sous-sol aménag. 1300 m² terrain
[illegible] F, à déb. 16.32.53.14.10

Part. vd. SARTHE, 8 km de
Connerre, bel. propriété tt
cft, parf. état + dépendances,
[illegible] m² paysagé. 880.000 F
frais compr. (16) 43.76.71.25

TERRAINS

JOIGNY (89)
Part. vend terrain week-end
non constructible, 750 m², bord
de l'Yonne. Accès voiture
Prix 40.000 F Tél. 80.46.61.46

VIAGERS

(71) S.-et-Loire, maison anc.
3 p., cuis., s. eau, w.-c.,
garage, atelier, grenier
[illegible] 1 ha + 2500 m²
[illegible]
+ 1.200 rtes Tél (1) 43.63.44.49

NANTERRE MAIRIE
beau pav. 4 p., cuis., bains,
gar. jard., occupé 1 tête
175.000 F + 3.000 F 48.05.35.70

Libre, Mo Porte-Clignancourt
(St-Ouen) 2 P [illegible], à rénov. Fme
69 ans. 70.000 F + 1.200 F/mois
Viagers F. CRUZ 42.66.19.00

VILLAS

Cabestany, 5 km Canet-Plage,
part. vd villa 3 faces, séj.
30 m², cheminée, 3 ch., garage,
barbecue, pisc. Px : 800.000 F
Tél. : (16) 68 56.81.80

LOCATIONS OFFRES

VIDES

PARIS

17e arrondt

PTE DE CLICHY - Appt stand. 8e ét.
asc., séj. + chbre, tt cft, 66 m².
3.800 F/mois + ch. - 42.66.82.56

18e arrondt

47, AV. DE CLICHY
impasse bât. E. 2 p. tt cft
2.400 F. ce jour 18 h-19 h

19e arrondt

Part. loue studio 32 m²
immeuble neuf, 2.450 F TTC
petite reprise 5.000 F
libre au 1er juillet 1987
Tél 43 43.26 26 - 42.06 65 34

20e arrondt

PARTICULIER loue APPARTEMENT
2 PIÈCES tout confort, calme,
55 m². Rue de Bagnolet, libre
le 1er août. 3.200 F environ
Tél. 43.56.60.81

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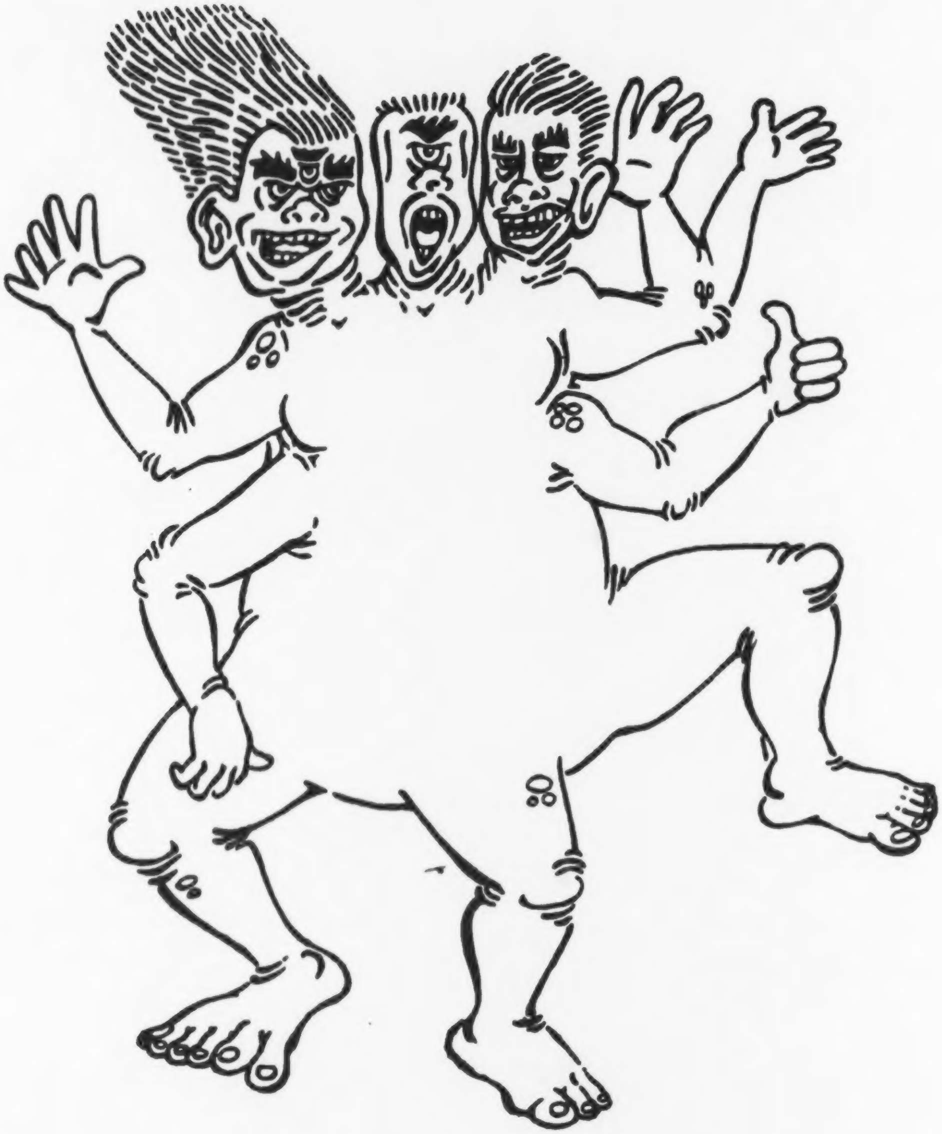
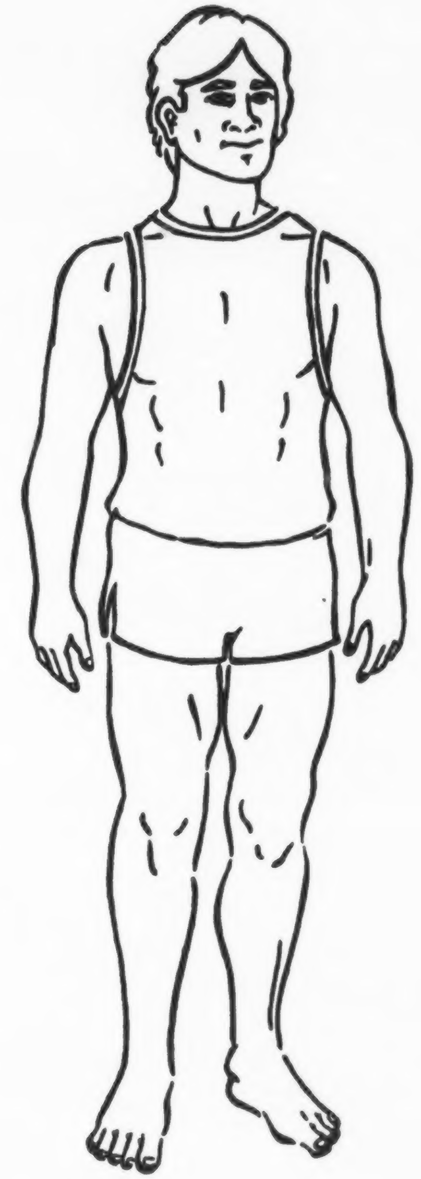
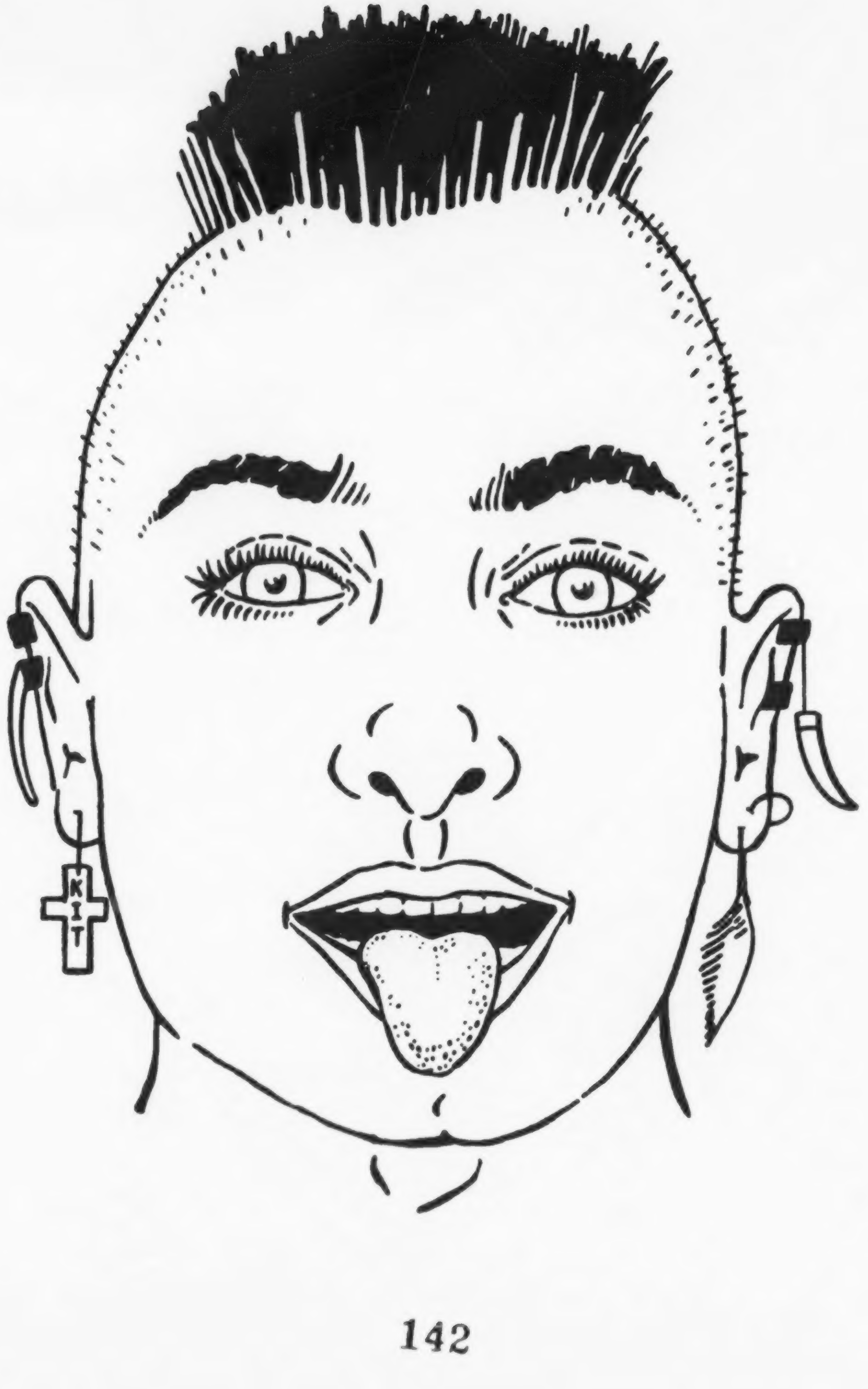
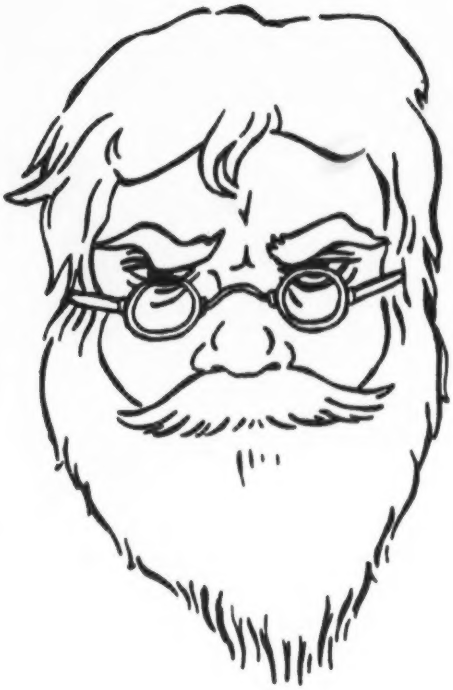
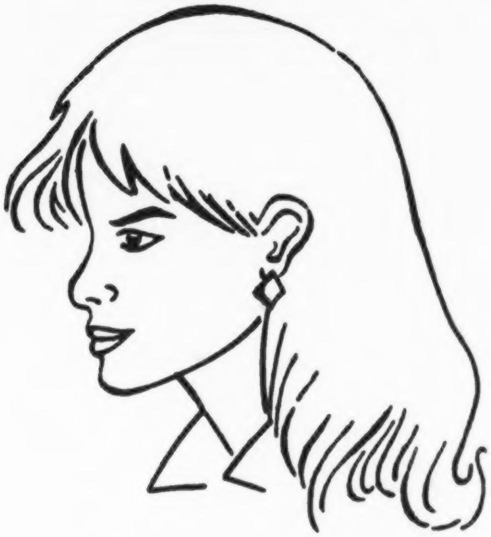
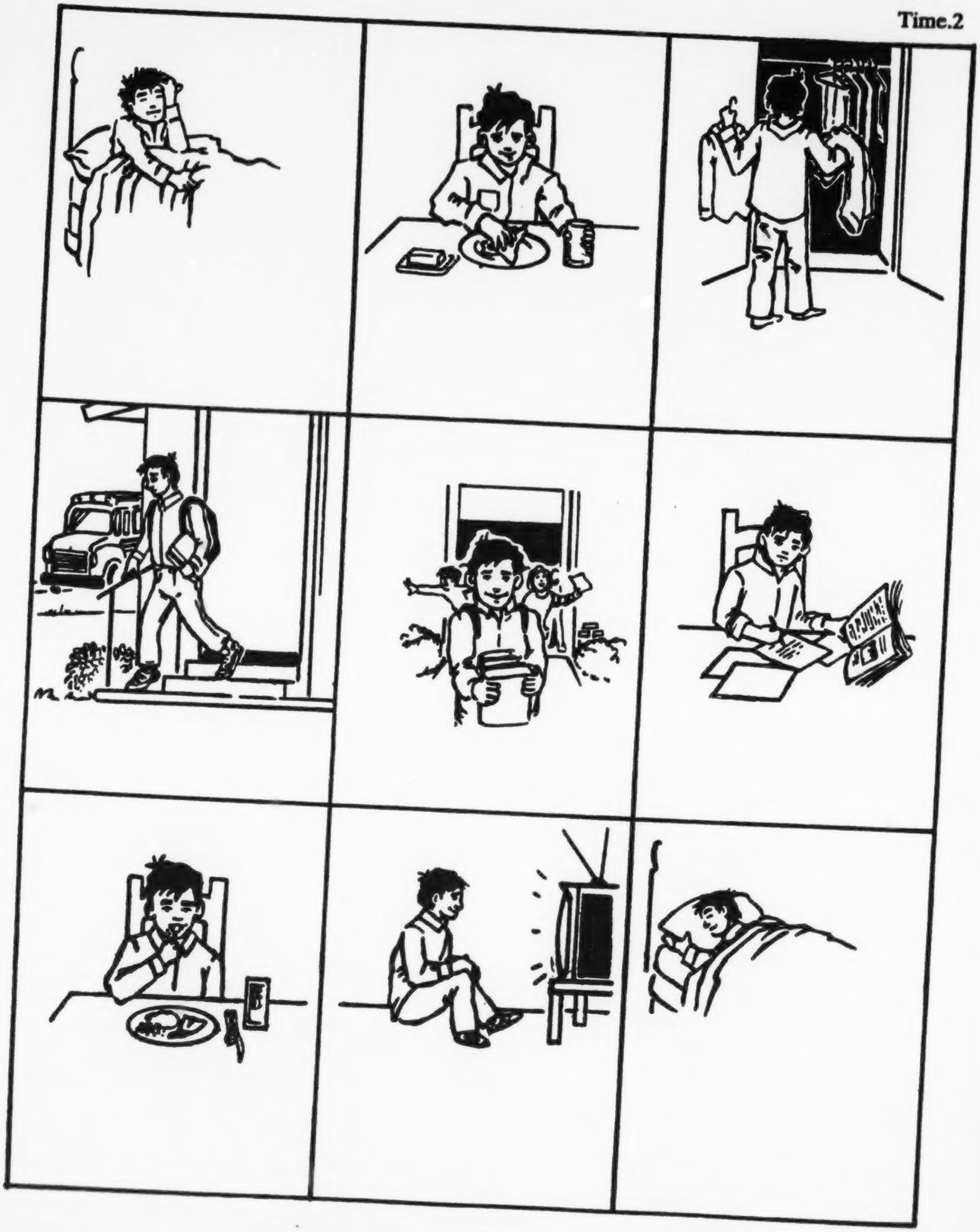





KIT

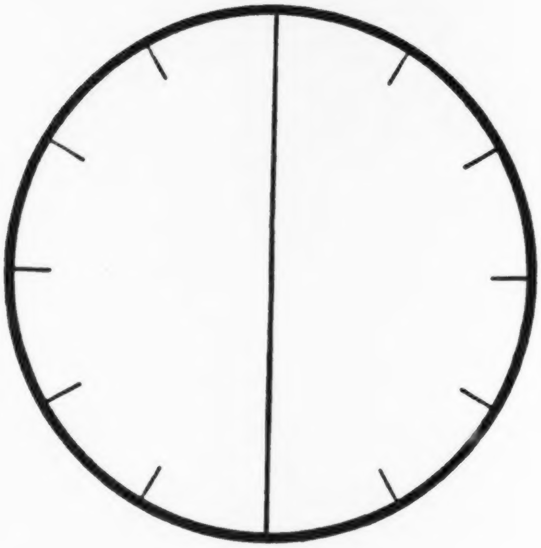




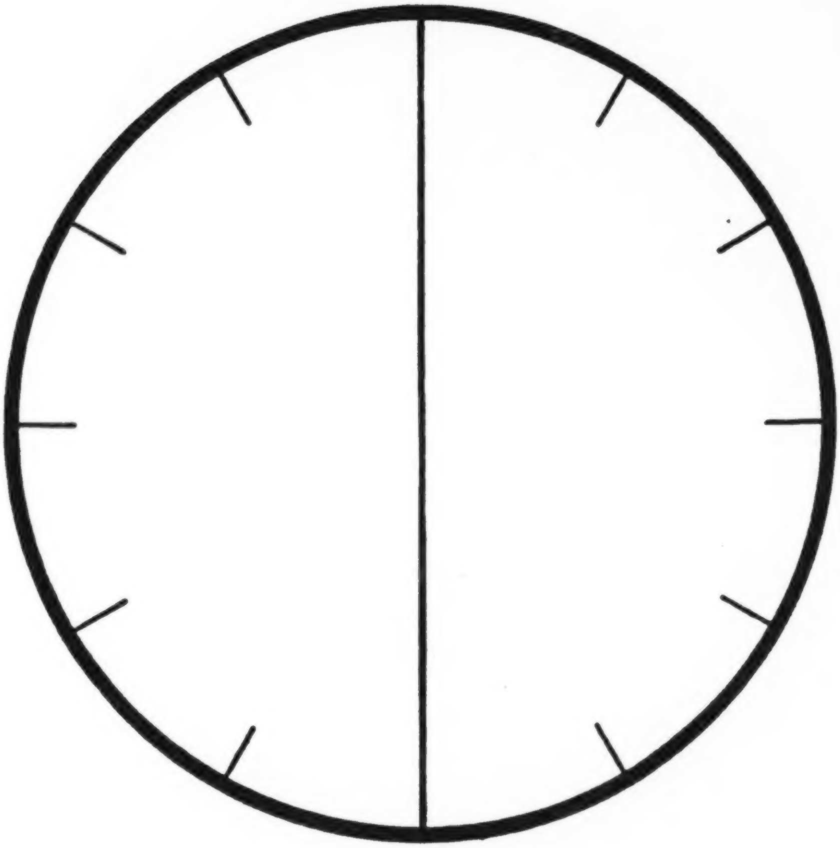


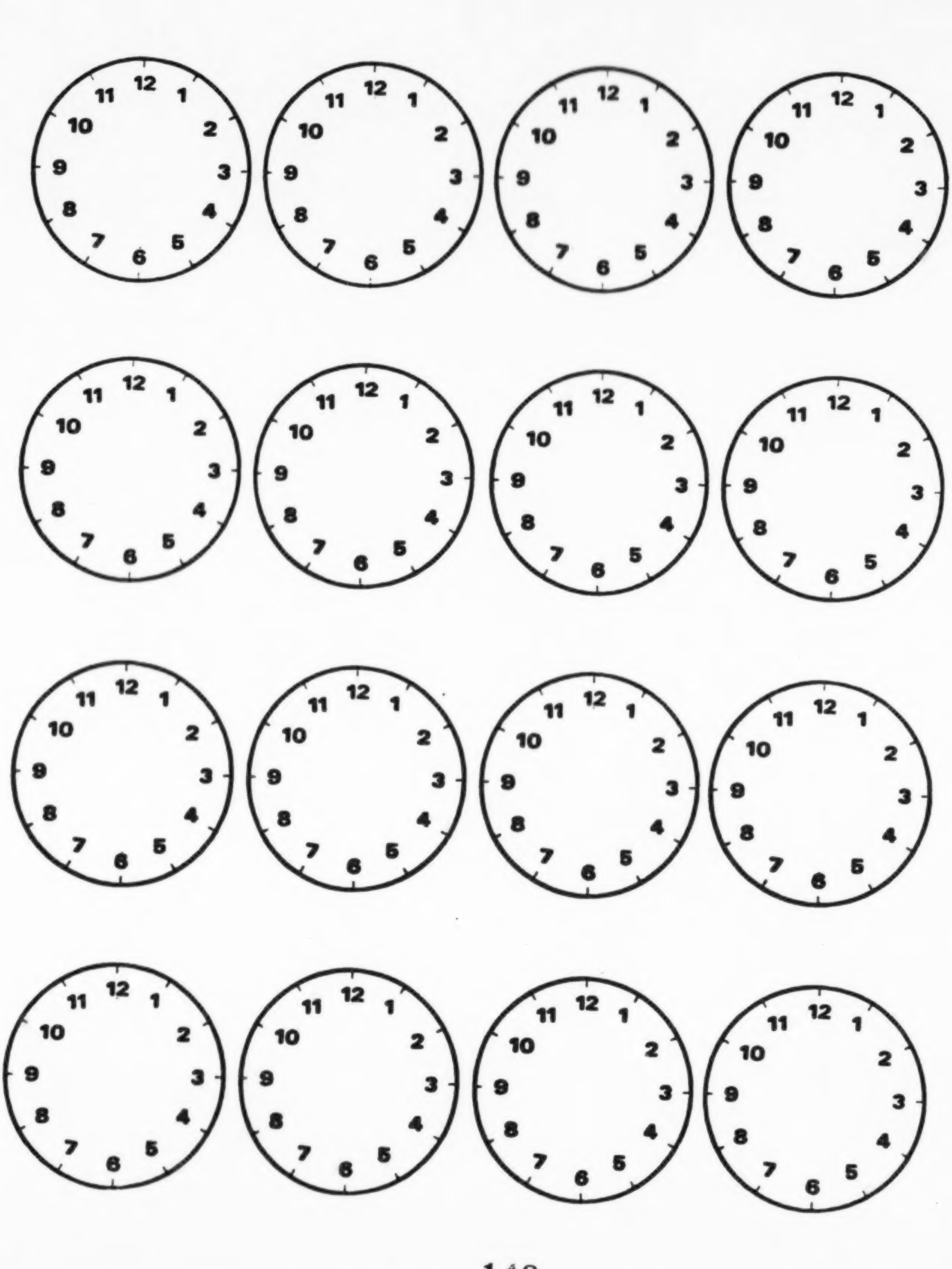
Time.2

Time.2



Time.2

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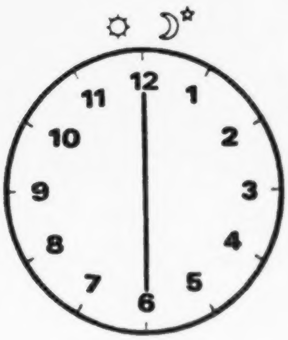

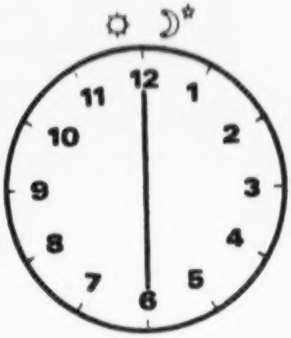

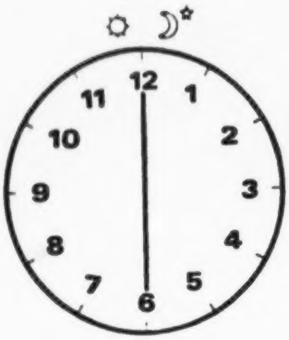

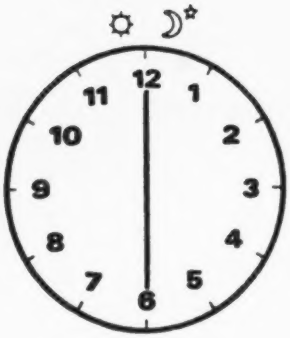

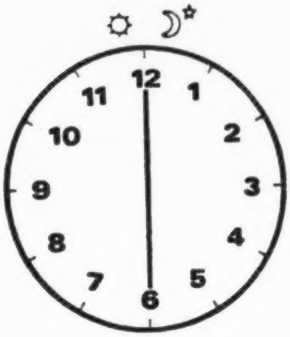

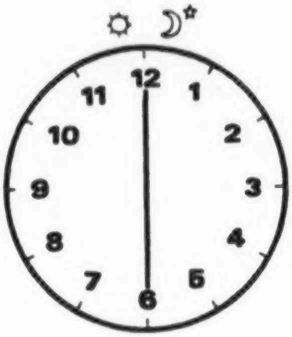

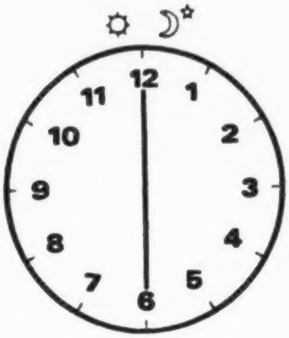

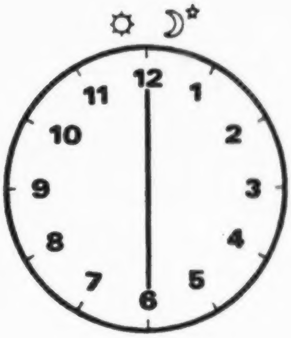

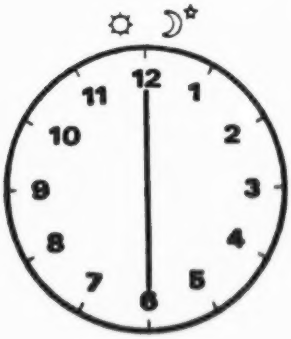

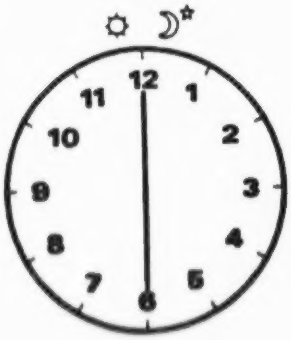

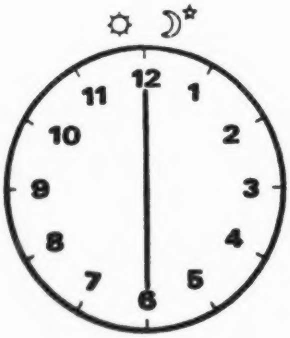

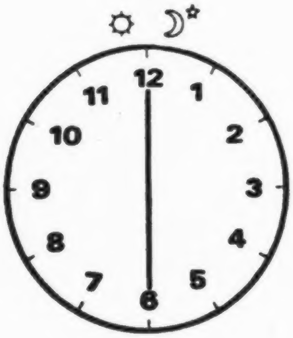

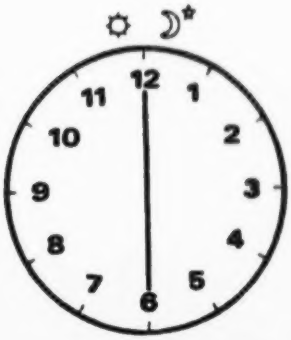

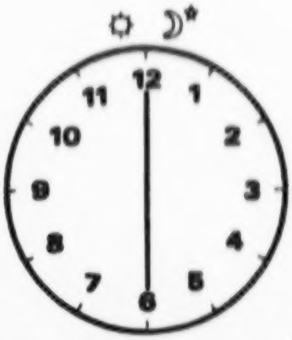

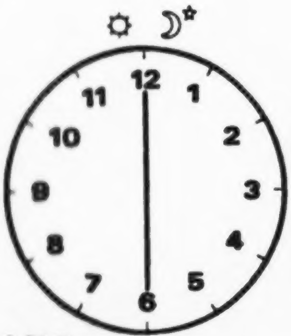

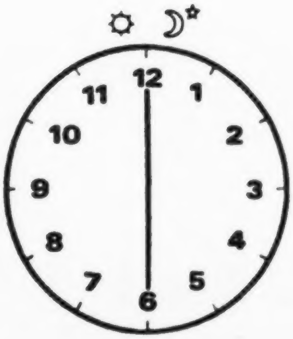

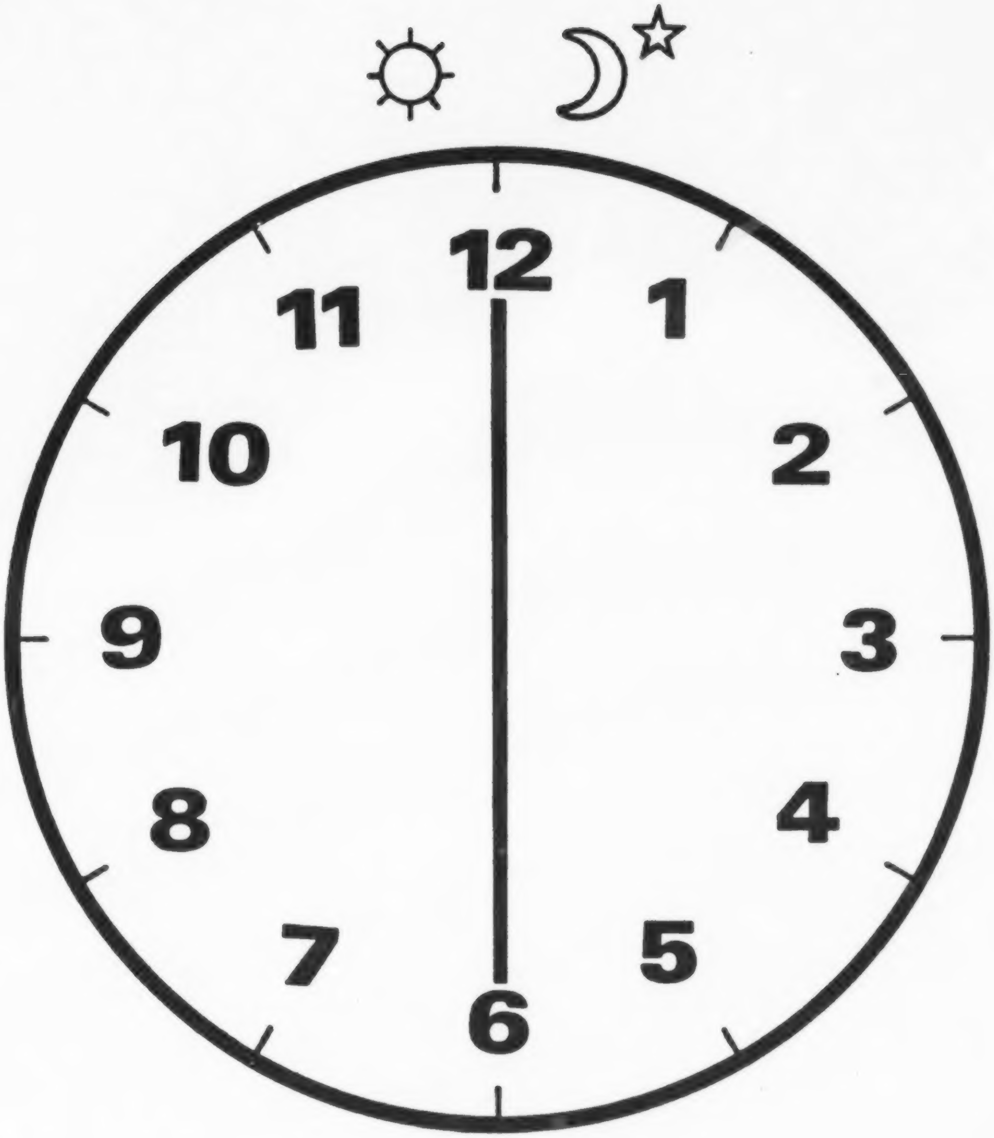
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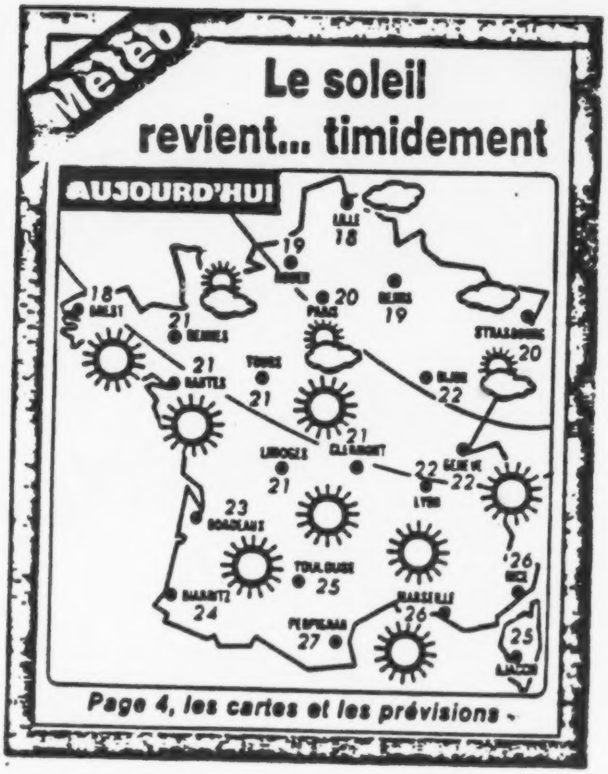
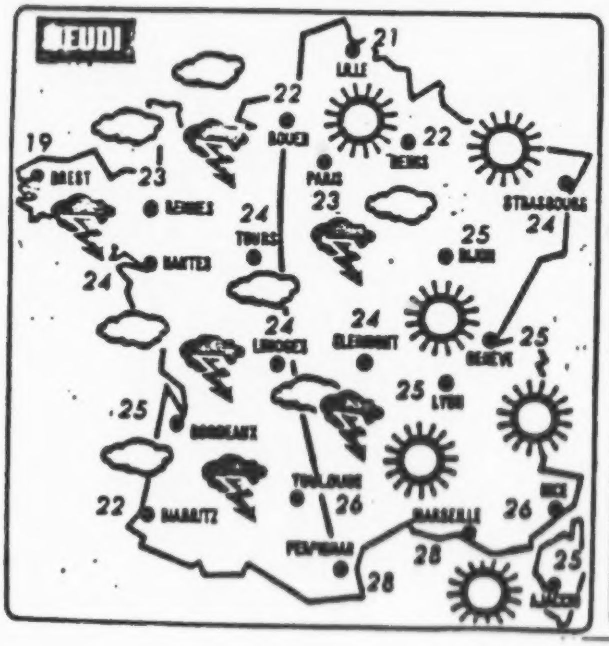


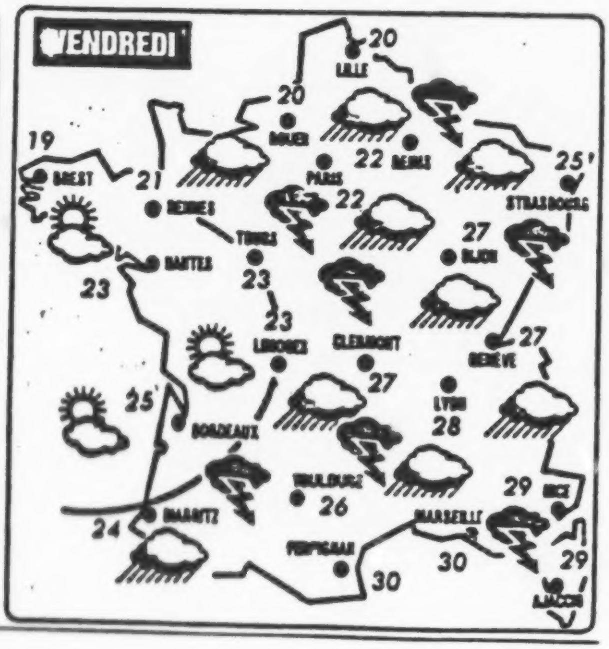
Météo

Le soleil revient... timidement

AUJOURD'HUI

Page 4, les cartes et les prévisions





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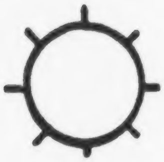

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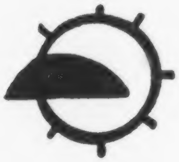
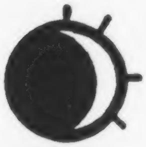
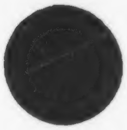


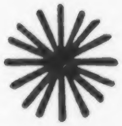
éclaircies peu nuageux



nuageux courtes éclaircies



très nuageux ou couvert



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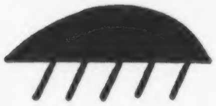
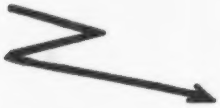


averses



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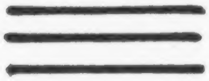
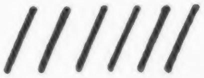
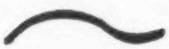


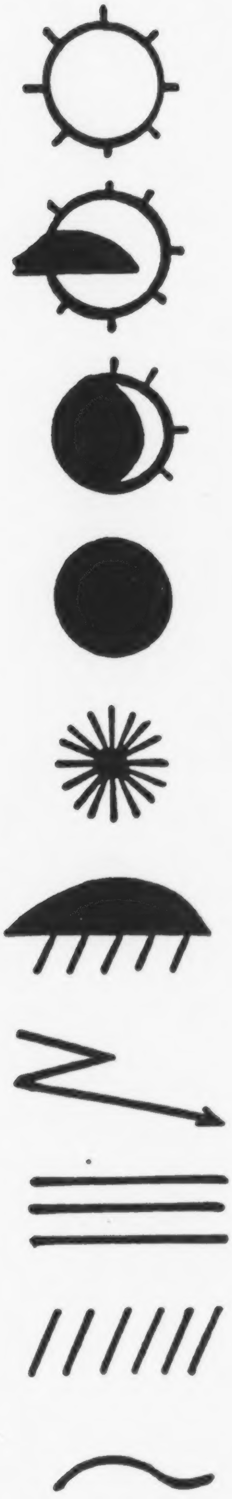
brumes et brouillards



pluie ou brume



verglas



Division of Curriculum and Instruction
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334-5040
(404) 656-2414